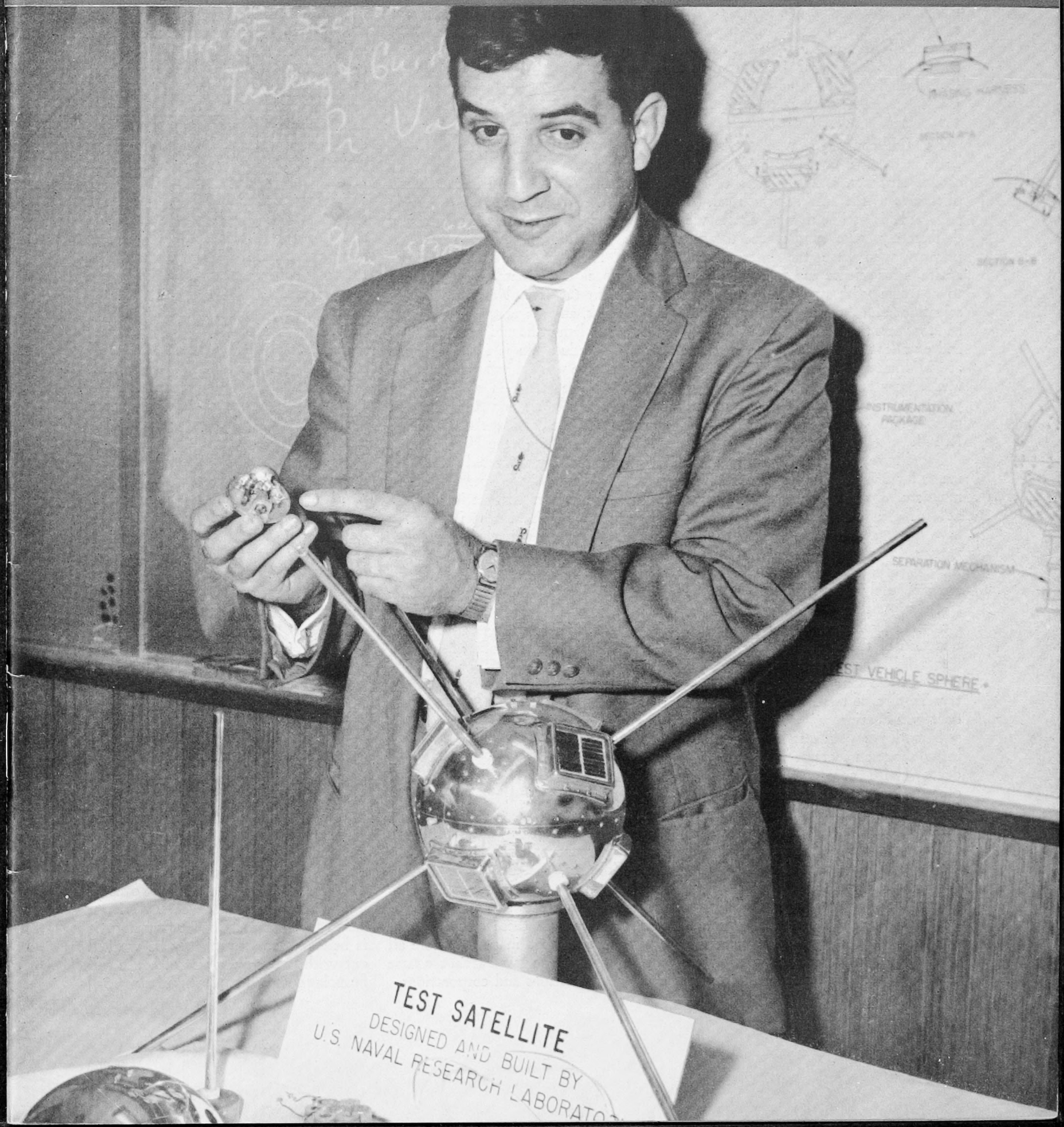
THE MIDDLEBURY COLLEGE

News Letter

SENT BY THE COLLEGE TO ALL MIDDLEBURY MEN AND WOMEN

Winter 1958



MIDDLEBURY COLLEGE
News Letter

MEMBER OF THE AMERICAN ALUMNI COUNCIL
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MIDDLEBURY in the News

Five Professors Receive Promotions: Appoint Dr. Reynolds, Dean of Men

THE promotion of five faculty members and the appointment of Dr. Thomas Reynolds as Dean of Men was announced in mid-January by President Samuel S. Stratton.

Associate Professor Arthur K. D. Healy was promoted to Professor of Fine Arts. Four other well known faculty members were advanced to the rank of Associate Professor. They were: Dr. Henry B. Prickitt, English; Dr. Harris E. Thurber, Political Science; Dr. Reynolds and Dr. Pardon E. Tillinghast, both in History.

Dr. Reynolds, whose appointment is effective July 1, assumes the duties held by Dr. Thurber since 1955. Dr. Thurber will return to his full-time teaching post in the College's Political Science Department.

In making the announcement, President Stratton praised both Dr. Thurber and Dr. Reynolds.

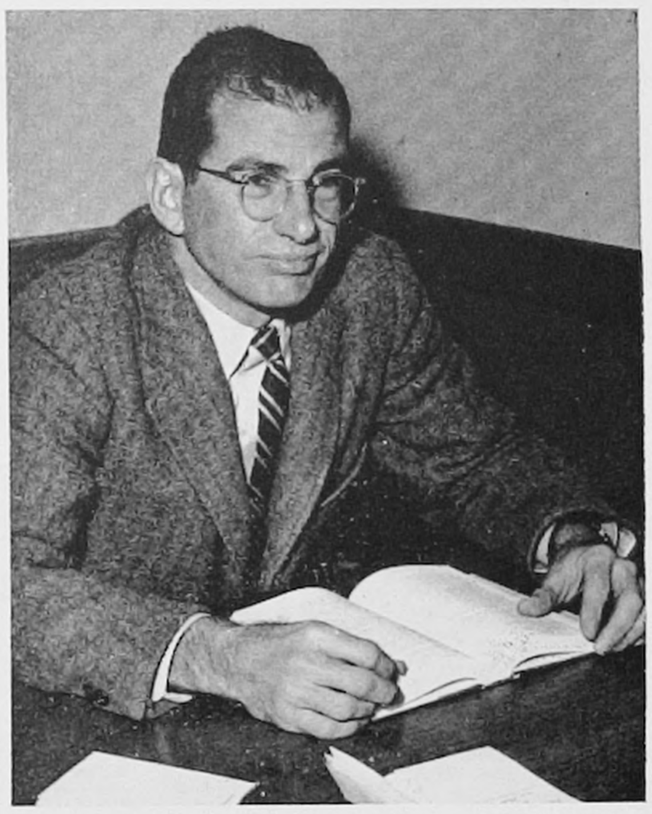
"Dr. Thurber has handled the duties of the Dean's Office efficiently and capably these past three years. Although we regret his leaving the office, I am happy to acknowledge his desire to resume teaching on a full-time basis.

"I am also pleased that through Dr. Reynolds' appointment as Dean of Men we are able to continue a faculty member in this important post in the College's Administration. Dr. Reynolds' experience and background will be a valuable asset", President Stratton said.

A graduate of Williams College, Dr. Reynolds joined the Middlebury faculty in 1949. He holds a Master's Degree and a Doctor of Philosophy Degree from Columbia University. He is Chairman of the History Department (*Please note article by Dr. Reynolds about the History Department on Page 22*).

Dr. Thurber, a graduate of the University of Vermont, has been a member of the faculty for the past ten years. He received his Doctor of Philosophy Degree from Princeton University.

Professor Healy attended Princeton University and Princeton Architectural School. He spent a year in France at the Fontainebleau School of Fine Arts and



Dr. Thomas E. Reynolds

has taught at Middlebury since 1943. Vermont landscape is a favorite subject for Professor Healy's painting. He has lived in Vermont for about 30 years.

Following graduation from Amherst College in 1941, Dr. Prickitt taught for a year at The Choate School and served three years in the U.S. Navy. He received his Doctorate in English Literature from Harvard in 1948. This is his tenth year at Middlebury. Dr. Prickitt is also Treasurer of Undergraduate Activities and the recipient of a duPont Fellowship.

Dr. Tillinghast is a graduate of Brown University and received his Doctor of Philosophy Degree from Harvard. He was appointed to the Middlebury faculty in 1947. Last year he taught in England at the City of London School. Dr. Tillinghast was once awarded a Hazen Foundation Fellowship.

Now is the time to start making plans to return to the Campus in June for Commencement Weekend, June 6-9. The following classes will hold reunions: 1908—50th, 1913—45th, 1918—40th, 1923—35th, 1928—30th, 1933—25th, 1938—20th, 1943—15th, 1948—10th, 1953—5th. Start making your plans now and contact your classmates.

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ON THE COVER

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GEORGE H. HUBAN, EDITOR
Published four times a year in the months of November, February, May, August, by Middlebury College at Old Chapel, Middlebury, Vermont. Entered as second class matter at the Post Office at Middlebury, Vermont, under the Act of Congress of August 24, 1912.
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the PRESIDENT'S Page

WHENEVER people interested in education gather together today, including parents as well as faculty and administrators, two topics are inevitably discussed. We express concern with our deficiencies in our education of engineers and scientists in comparison with the achievements of the Russians. We note with apprehension the constantly increasing costs of college education and the prediction that such costs will continue increasing, not a little, but very substantially. If we need more engineers, the liberal arts colleges are not in a position to make up the deficiency. If we need more or higher quality scientists, the liberal arts colleges can perhaps contribute to this end.

At Middlebury we have never before been in such a favorable position to choose students, and the ratio of applications to the number which can be admitted is still rising. Shall we deliberately give preference to applicants who have the interest and aptitude for science and who are likely to continue with graduate work in a scientific field? At Middlebury we have had for years the 3-2 plan with M. I. T., and excellent students after three years at Middlebury have received both Middlebury and M. I. T. degrees two years later. We have similar arrangements with Columbia University and R. P. I.

Should we make still further arrangements for 3-2 plans and encourage even more students to spend but three years at Middlebury? Our science departments have strong and competent faculties and reasonably adequate facilities for a liberal arts college. Of our total faculty, approximately ninety, fifty-six hold the ranks of either Assistant Professor, Associate Professor, or full Professor. Fourteen of these teach in the departments of Mathematics, Physics, Biology, Geology and Geography, and Chemistry. Twelve of these professors have a doctorate in science.

Should we deliberately attempt to bring about an increase in science students (with consequent decrease in other majors) and a resulting increase in faculty and facilities devoted to this field? I think not. The problem of educating more and better scientists must, I think, be dealt with at an earlier stage in education.

For the long run it is doubtful if young people can be successfully drafted into any of the professions. Natural interest and aptitudes can probably be encouraged in the schools, and certainly more rigorous training in basic science can be given to those who have an interest in these subjects. In the liberal arts college, I believe an increase in science majors should be the result only of the natural interest of the students selected for admission on the basis of intelligence and character. A crash program in the liberal arts colleges is not, I think, an answer to the problem.

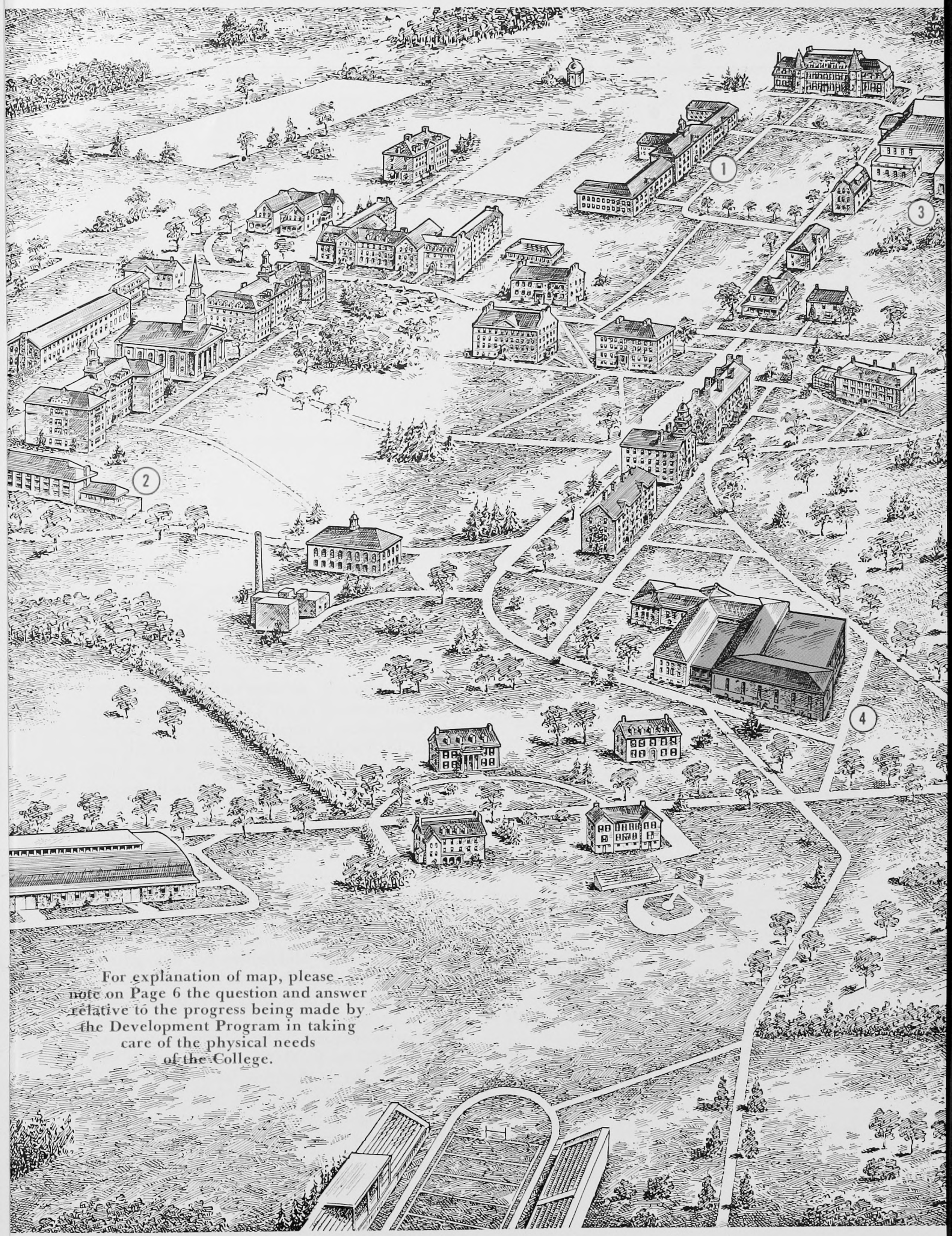
The problem of financing the costs of our higher education is indeed serious and cannot be wished away. It has been brought to the attention of the public forcefully in the "Second Report to the President" of the President's Committee on Education Beyond the High School. It is being widely discussed in articles and editorials in the press and in national magazines. Of first importance are substantial increases in faculty salaries in all colleges and universities. Middlebury has done a great deal in this regard and is one of a hundred and twenty-six colleges to receive an Achievement Grant from the Ford Foundation in recognition of its efforts to improve the position of its faculty.

The average salary of our full professors is now a hundred and thirteen per cent higher than in 1942–43. Yet salaries here and elsewhere are not adequate to attract competent young people into college teaching nor to hold faculty in competition with industry, government, and, more recently, the large state-supported universities. Revenue to meet this need must come from endowment, gifts, and student fees. Colleges, including Middlebury, will continue to exert every effort to increase endowments and gifts, but the very magnitude of these campaigns for funds indicates that in part we are all competing for large grants from the same sources, foundations and corporations.

For the small independent colleges as well as for the large universities, alumni giving and tuition fees must continue to be the source for these essential funds. Alumni giving is increasing and will continue to do so. It is reported that total giving by alumni groups amounted to $78,000,000 in 1955 and over $106,000,000 in 1956. Endowment income, however, has come to contribute a much smaller percentage to the total student costs over the past years. It is reported that in 1940 income from endowment was twenty-six per cent of the total income but by 1950 dropped to fourteen per cent. It is a still smaller percentage of the total college income today. The endowment of Middlebury College has increased from approximately $4,000,000 in 1943 to over $9,000,000 in 1957. Yet as a percentage of the total income (or more realistically of the total expenses of our College) endowment income is less today than in 1943. In short, it is the consensus of opinion of educators and thoughtful laymen that students must pay a much higher percentage of the total costs of their education in the years ahead.

Beginning with September 1958, Middlebury tuition will be $950 per year and total tuition, board, room and fees will run from $1677 to $1707. These total fees for students still fail to recoup the cost of education of a Middlebury student. And it will still take gifts and endowment income to operate the College without a deficit. Again this gap between what the student pays and the cost of his education is common to all private colleges and universities. Scholarships, and to the extent they come from college-operated income, further increase the difference between the student's contribution and the cost of his education.

Recently laymen as well as educators have been suggesting that this problem must be met by introducing sharply increased student fees which shall bear a realistic relation to the cost of his education. It is thought that many parents can pay such fees, particularly if they will regard the education as an investment and to be financed out of savings rather than current income. Another group of parents unable to meet higher costs of education during the four years of college can, it is believed, meet such costs by arranging to make deferred payments over a period of six or seven years. Arrangements for such installment financing, it is believed, could probably be worked out with the co-operation of banks and financing companies. [*Continued on page* 34]



For explanation of map, please note on Page 6 the question and answer relative to the progress being made by the Development Program in taking care of the physical needs of the College.

DEVELOPMENT PROGRAM DIRECTOR

IS INTERVIEWED BY
THE NEWS LETTER ON . . .

DEVELOPMENT PROGRAM TODAY

During the past few months the NEWS LETTER has received from its readers inquiries about the progress of the College's Development Program. Several Alumni and Alumnae also noted on the News Letter Survey form published in the *Fall Issue* of the NEWS LETTER an interest in more information about the progress of the Development Program.

The following questions were stimulated from comments made on the News Letter Survey returned to the NEWS LETTER in recent weeks. Other results of the Survey are noted on Page 8.

It is the plan of the NEWS LETTER to make this question and answer type of article a regular feature of future issues of the NEWS LETTER. Suggestions from Alumni and Alumnae for subject matter of general interest to Alumni and Alumnae for this article will be appreciated by your Editor.

Q. What are the primary concerns of the Development Program?

A. It is concerned with three broad areas of College needs. They are, increased resources for Faculty and teaching, more scholarship resources and new and improved physical facilities.

Q. When did the Middlebury Development Program begin?

A. It started officially in October, 1954 when it was announced to Alumni at Fall Homecoming.

Q. How much has been contributed to Middlebury College since the Development Program has been in existence?

A. For the period ending October 9, 1957, marking three years of the Development Program, total gifts and grants to Middlebury have amounted to $1,891,111.58.

Q. How much more does it cost to run Middlebury today than it did back in 1939? How much has tuition increased in the same period?

A. Over six times more. For the year ending June 30, 1939 it cost $407,880.53 to operate Middlebury. Last year Middlebury's total operating expenses were $2,636,331.87.

For the same period tuition increased three fold going from $300 in 1939 to $900 last year.

Q. My son's college has a Parents' Fund. Does Middlebury have one?

A. Middlebury has had a Parents' Fund since 1954. Parents have contributed over $20,000 to the Development Program through their Parents' Fund. This figure does not include numerous generous gifts from parents for specific projects such as The Religion Conference and last year's Lecture Series.

Q. What part does the Alumni Fund play in the Development Program?

A. A most important part. When the Development Program was launched in 1954 the Executive Committee of the Alumni Fund voted to double the dollar goal of the Alumni Fund from $25,000 to $50,000 with the provision that the first $25,000 be used for scholarships and the balance to go to the Development Program. This relationship has been maintained so that every annual gift to the Alumni Fund helps maintain Middlebury's scholarship program and aids the Development Program.

Q. How much has the Alumni Fund made available to Middlebury's Development Program?

A. During the three years ending June 30, 1957 the Alumni Fund has contributed $65,720.02 to the Development Program. This does not include generous capital gifts and pledges many alumni have made to the Development Program and to specific projects such as the Library addition, etc.

[*Continued on page 6*]

GLIMPSE from the front of the Chateau of the progress being made in the construction of the Wright Memorial Theatre. This picture was taken just before the New Year. The Theatre will be in use during the current semester. Plans call for the play at Commencement to be presented in the College's new theatre.

A Good Idea . . .

Many Alumni readers faced with the annual problem of Business or Company Christmas Presents will be interested in the way this problem was handled during the past Christmas Season by the Minnisink Oil Company, Inc., Whippany, N.J. **Richard J. Salisbury, '45,** Vice President of this company in a letter to President Samuel S. Stratton said:

"On behalf of our Company, I enclose our check for $750.00 as a gift to Middlebury. We are sending this gift to Middlebury in lieu of the usual Company Christmas presents which we formerly gave to business friends and associates at this time of year.

"The recent events in international affairs, with Russia's scientific advances, have emphasized the needs of our educational system. President Eisenhower has re-enforced this viewpoint. We believe that this money, while an unrestricted gift, should be used for scientific education. Perhaps Professor Wissler needs some new equipment for his Science Building. In any event, the gift should in some measure assist the progress of free Christian education. The alternative is the atheistic scientific education which is crammed into Communist youth. It is our belief, that, this Christmas, the finest gift we can give is to the education of the youth of America.

"It is fitting that we should select Middlebury as the recipient because it is my family's College. Our Company was founded by my father, **Donald W. Salisbury, '16.** *Since his death in 1954, our president has been my mother,* **Eva L. Salisbury, '17.**"

Alumni Fund Report

Gordon C. Perine, Director of the Alumni Fund, reports that the 1957-1958 Alumni Fund is "off to a very good start." He said that the "response from the President's message entitled *A Year of Challenge* has been most encouraging."

As the NEWS LETTER goes to press on January 15th, 1472 Alumni-ae have contributed $21,140.43. According to Mr. Perine, "if contributions continue to come in at this rate we will have no trouble reaching our twin goals of $55,000 and 60% participation by Alumni-ae." Reaching these goals would mean: 1. $25,000 could be allocated for Scholarship Aid; 2. It would be possible to allocate $30,000 to the Development Program (*please note Page 4*); 3. Sixty per cent participation by Alumni-ae would enable Middlebury to approach foundations, industry, and other sources of income with definite proof that the College is supported by her Alumni-ae.

Mr. Perine points out that "large gifts are often prompted or attracted by the enthusiasm, faith, and helpfulness of the Alumni of a college." "Sometimes," he said, "these large gifts are the direct results of Alumni suggestions or hard work. We cannot expect individuals and boards of corporations or foundations to invest money in Middlebury if we do not show our faith in the College."

There will be a general mailing from the Alumni Fund Office before Area Fund workers start their personal solicitation campaign on April 1st. Mr. Perine asks the cooperation of all Alumni-ae in helping the Alumni Fund to reach its goal. Please mail your contributions today.

Represent College . . .

Alumni of Middlebury represented the President of the College at the following ceremonies: Nita Willits Savage, '30, Inauguration of Dr. Val H. Wilson as President of Skidmore College; William R. Cole, '22, Inauguration of Dr. Hugh Borton as President of Haverford College; Norman C. Smith, '39, Convocation of St. Joseph's College; D. Philip Locklin, '20, Dedication of MacMurray College for Men; Mr. and Mrs. C. Lisle Percy, '07, Inauguration of Dr. Sidney Walker Martin as President of Emory University; and, Elizabeth Williams, '03, as President of Converse College.

Honor Leon S. Gay

Leon S. Gay, a member of the Middlebury College Board of Trustees for the past 15 years, was among the 16 laymen cited recently by the Andover Newton Theological School for "contributions to the secular world and the Christian church."

Mr. Gay was cited for his leadership in historical, political, industrial and educational fields. He was the only Vermonter to receive the citation at ceremonies held by the Andover School at Newton, Mass., in connection with the institution's announcement of a large development program.

In the Spring Issue of the NEWS LETTER a special supplement on U.S. higher education in 1958 will be published. Alumni magazine editors have joined in their first cooperative effort to tell the story of American higher education. In 32 pages of pictures and text, the supplement will present the immense diversity of higher education in its variety of objectives, its problems, its restlessness and its new approaches. The text has been written by a group of alumni editors who have been at work for more than a year.

Q. How much of the Alumni Fund scholarship money is used for athletic scholarships?

A. None. Middlebury does not have athletic scholarships.

Q. What is the Development Program doing about scholarship needs?

A. Everything it can to make more scholarship funds available. Since the Development Program has been under way, Middlebury's endowment for scholarships and student aid has increased over $90,000. At the same time annual gifts and grants for scholarships have totaled over $158,000. This total does not include the $25,000 made possible by the Alumni Fund for each of the three years.

Q. How much has Faculty endowment increased since the Development Program was launched?

A. $539,000.

Q. Is Middlebury getting any assistance from business and industry?

A. Last year gifts and grants from business and industry totaled $30,091.63. This is a gratifying increase over the $5,774.43 received from this source in 1954.

Q. What project has the greatest priority in the Development Program?

A. The urgently needed addition to Egbert Starr Library.

Q. What is the Development Program doing about Middlebury's Library needs?

A. Right now it is conducting a special gifts solicitation through the President, Trustees and some Alumni, seeking substantial gifts and grants. Inasmuch as plans for the Library addition indicate that the project will cost some $1,350,000 it is important that some large gifts first be secured. Alumni will have the opportunity to participate in a general campaign in the near future.

Q. When the Development Program was announced it described numerous physical needs at Middlebury. What progress has been made to date in getting these physical facilities?

A. Note the campus map (*Page 5*) accompanying this article. Numbers 1 and 2 identify Center Battell and Stewart Hall dormitories. These are completed and in use as residences for women and men respectively. Wright Memorial Theatre marked 3, the new Drama, Speech and Debate Center is under construction with completion scheduled for some time in the second semester. The proposed addition to Egbert Starr Library marked 4 is now being aggressively sought.

The Development Program also announced important needs in our physical science teaching facilities. Progress is being made in fulfilling these needs. The Greenhouse addition west of Warner Science is completed and in use. A vault for storage of volatile chemicals at the rear of the Chemistry Building is under construction and progress is continuing in the renovation and modernization of our laboratories. A grant from the Esso Education Foundation under their new science program was just received to help finance the new Chemistry vault.

Q. I have been reading the new feature "By Will to the College on the Hill" with considerable interest. Is Middlebury actively seeking bequests to strengthen its financial resources?

A. Very definitely. As soon as the organizational and planning work on the Library project lessens, the Development Program will publish a Bequest Booklet for Middlebury. Meanwhile you will note occasional articles on the subject in the NEWS LETTER. (*Please Note Page 39*). All gifts by bequest to Middlebury are now being reported in the NEWS LETTER in the feature you mention.

Q. Could I make a gift to Middlebury subject to reservation of life income for myself as long as I live?

A. Yes. Currently Middlebury has four gifts of this nature providing that annual income produced by the sum given will be paid to the donor, (or to persons designated by the donor) through the beneficiaries lifetime. These 4 gifts vary in size from $10,000 to $100,000. Middlebury is very much interested in this type of gift and always ready to discuss the situation fully with anyone contemplating a gift subject to reservation of life income.

in this house. My wife likes it and reads it more than her own college magazine (*Port Washington, N.Y.*). . . . I really enjoy the NEWS LETTER. I was sorry to read of "Mac" Anderson's death. Glad to know Midd meant so much to him (*Groveton, N.H.*).

I'm interested in the NEWS LETTER for what it offers about Middlebury and its products—not as a publication carrying articles on literature, etc. (*Boston, Mass.*). . . . It is full of interesting surprises despite my knowing few present members of faculty and students. Fairly bulges with good reading (*Boston, Mass.*). . . . It is the equal of or better than other college News Letters or Alumni magazines I have seen. Keep up the good work (*Hempstead, N.Y.*).

Wish it could be published more often. . . . I like it very much (*Albany, N.Y.*). . . . More complete athletic schedules. A short section of fraternity news (*New Haven, Conn.*). . . . Keep it up. If nothing else, we always read the Alumni News (*Greenfield, Mass.*). . . . Look forward to each issue—it comes too infrequently (*White Plains, N.Y.*). . . . Terrific, scholarly, interesting, catches the "old Midd Spirit" and puts it on paper and in people (*Fort Slocum, N.Y.*). . . . Wouldn't it be possible to tie pictures together with text on each page? Especially at front of issue. Why must articles be chopped up? Format without continued tail-ends of pieces encourages reading of text (*New York City*). . . . Has improved considerably in recent years. I am interested in what is going on, i.e., college issues now, and in what news there is of my contemporaries (*Lawrenceville, N.J.*).

I like your return form (*Meriden, Conn.*). . . . Recent increased emphasis on faculty is a very good idea (*Hanover, N.H.*). . . . It might well carry a one dollar annual fee. It's a wonderful link between past and present—nostalgic. More of the older Alumni-ae should contribute to its pages—nice to read notes concerning old classmates (*New York City*). . . . It's such a welcome magazine that I would hate not to receive it. I think it is the only way an Alumnus can keep up with Middlebury. I read it from cover to cover, even skimming the "Following the Lives" to see if there are any sons, daughters, etc., I might recognize (*Barre, Vt.*). . . . It is most interesting to an "old grad" and keeps me up to date on Midd Life and progress! (*New York, N.Y.*). . . . Why not suggest to your readers that they place their copies in their local school guidance office or libraries? (*New Canaan, Conn.*).

The NEWS LETTER is a wonderful way for those of us who, for one reason or another, do not often return to keep pace with the rapid growth of the College. I must admit to a certain nostalgia when reading about or viewing familiar faces, names and places (*Scarsdale, N.Y.*). . . . I think we need a better general coverage of the faculty. Most of us are interested in the faculty as persons. Therefore we want to know not only about articles published by faculty members but also about their children, wives, etc. For instance, though it is of some interest to know that Prof. Davison has retired, it would be of more interest to know where he's retired to (his address) and what he's doing. Someone might want to write him a letter (*New York, N.Y.*). . . . Wonderful to read about Midd people I know who have distinguished themselves. I wish people would send in more under personal items. I turn first to "1923" section (*Newtonville, Mass.*).

Always interesting; Good if articles could be concluded consecutively—not towards back of magazine (*Glenville, Conn.*). . . . Should be more issues (*Henniker, N.Y.*). . . . Improving all the time. One of the best in its field (*I've seen a few others*). I suppose women especially like to see photos of freshman kids, but I think the magazine's greatest service should be continual stress on value of well-rounded liberal-arts education in today's world (*New York, N.Y.*). . . . Although I'm an advertising man myself, please do not ever include ads in the NEWS LETTER. . . . I get a real bang out of seeing that an ever-increasing number of Midd sons and daughters are entering Middlebury. . . . How about an article about the Deans, who are they, their jobs, etc. Survey form hard to handle for mailing. It will probably discourage a lot of people (*Fair Haven, N.J.*). . . . Cover photos are usually excellent. Attractive format—good print (*Urbana, Ill.*).

The NEWS LETTER is enjoyed by my wife who claims the NEWS LETTER to be better than a similar publication from her Alma Mater (*New York, N.Y.*). . . . I appreciate the contact it gives me with Middlebury particularly since I have been abroad most of the time, and the generosity of the College in sending it (*Brooklyn, N.Y.*).

Isn't it rather disturbing that members of classes who graduated 15 years or more ago never do anything worth reporting? Or is it the fault of the class secretaries? Could secretaries contact class members each year at least? (*Greenfield, Mass.*). . . . Very interesting (*Boston, Mass.*). . . . Prefer plainer type or print. Complete each article on the page or successive pages without constantly referring to a "continued" page in back of magazine. Fill in with pictures or humorous anecdotes. . . . I like the type (*Cos Cob, Conn.*). . . . Feel it is generally well done (*New York, N.Y.*). . . . Can't we have some ads for things available from the College Book Store that are Middleburyana—such as glasses, plates, wall plaques, panthers, etc? Also how about "Books to read" *about* Middlebury and her famous sons and daughters? (*Lawrence, N.Y.*).

I would like to see more articles on the intrinsic value to the total human development of Middlebury graduates of a liberal arts education. Keep up the good work! (*Woodstock, Vt.*). . . . Enjoy articles on current student activities (*Cambridge, Mass.*). . . . I always find it interesting and full of all the things I want and need to know (*Charlottesville, Virginia*).

Should be monthly—even though we may have to subscribe to it (*Winchester, Mass.*). . . Think you are doing a fine job (*Utica, N.Y.*). . . . Keep it coming (*New Kensington, Pa.*). . . . A good Alumni Magazine is essential for public relations. I've been traveling recently to *many* colleges in the Midwest. The good small Liberal Arts Colleges are few—but the ones that are—have something that is lacking in large State Institutions. Each experience leaves me repeating to myself "Middlebury *has* much to offer." More should be done to gain funds, buildings and salaries in Liberal Arts Colleges (*Chicago, Ill.*). . . . Suffers by comparison with the Swarthmore College counterpart. How about looking at a copy of that? (*Mountain Lakes, N.J.*).

An excellent publication. One that can be shown proudly anywhere. Recommend more articles like Dr. Fayer's Russian visit—Let faculty members speak out of their respective special knowledge on news of current interest. Also "prestige" articles like the one on Bread Loaf Writers' Conference broaden the College's reputation generally (*Houston, Texas*). . . . Since I live in California, I find that the NEWS LETTER is a big event in my days as a housewife with three small children. I read it carefully and interestedly. Thank you for having

Alumni Cooperation Aids News Letter

THE NEWS LETTER is thankful to its Board of nearly 300 Alumni and Alumnae Editorial Advisors from all over the country who took time from their busy lives to fill out and mail the survey published in the last issue of the NEWS LETTER. Nearly all of the suggestions made were constructive and readers will note in future issues the incorporating of many of the suggestions into use. Following is compilation of the questions and answers resulting from the survey.

Q. *How do you feel about the* NEWS LETTER?

A. It's excellent—64%. It's pretty good—30.8%. It's just fair—4%. It's poor—NONE. (*Not answered*—1.2%).

Q. *How much of it do you usually read?*

A. Just about all—55%. More than half—31.8%. Less than half—9.8%. Hardly any—1.7%. (*Not answered*—1.7%).

Q. *Check the features you usually read.*

A. Following the Lives of Middlebury Men and Women—89.2%. Middlebury in the News—86.1%. Alumni in the Headlines—84.3%. President's Page—71.4%. Faculty Page—70.9%. Campus Commentator—68.3%. Articles by Alumni-ae—57.1%. News of Alumnae Clubs—47.3%. Sports—46.4%. Books to Read—33%. (*Not answered*—4.4%).

Editor's Note: *Sixty-two percent of the women usually read "News of Alumnae Clubs" with only 38% of the men enjoying this feature. In the case of "Sports", 77% of the men read this feature and only 23% of the women.*

Q. *Check features not usually read?*

A. Books to Read—44.1%. Sports—34.3%. News of Alumnae Clubs—32.1%. Articles by Alumni-ae—16.9%. President's Page—11.6%. Campus Commentator—11.1%. Faculty Page—7.5%. (*Not answered*—5.8%). Following the Lives of Middlebury Men and Women—2.6%. Alumni in the Headlines—2.6%. Middlebury in the News—2.2%.

Q. *Check the articles liked best last year?*

A. Snow Bowl Pictures—51.3%. A Progress Report on Your Development Program—44.6%. Impressions of a Middlebury Guest—43.7%. Middlebury Doctrine—42.8%. Photos of Alumni-ae Sons and Daughters—36.1%. Trustees of Middlebury College—29.4%. Malabar II Crosses the Atlantic—27.6%. Atom in the World Today—23.6%. Report to Alumnae—23.6%. Capturing Musk-Ox Calves in the Arctic—23.6%. (*Not answered*—18.3%). Rome—16.9%. The Weather and Professor Hall—14.7%. The 25th Anniversary of the Italian School—12.5%.

Editor's Note: *Apparently many News Letter readers failed to remember the articles that "they liked least last year." Less than ten percent completed this survey item thereby making it impossible to give readers a comprehensive and accurate finding on this point.*

Q. *Do you favor the use of a large number of pictures?*

A. Yes—84.8%. No—7.1%. (*Not answered*—8.1%).

Q. *Who else besides yourself reads your copy?*

A. Your wife—32.1%. Husband—18.3%. Others—17.9%. Parents—12.5%. Children—12.0%. Neighbors—7.2%.

Q. *About Yourself?*

A. Male—50%. Female—50%.

Q. *How long since you have been back to Middlebury?*

A. Less than one year—20%. One through 10 years—averaged 6.1%. Eleven through 20 years—averaged 1.1%. Twenty-one through 40 years averaged .4%.

Editor's Note: *Every class from 1897 through the Class of 1957 participated in the survey with the exception of Classes '01, '02, '05, '06, '07 and '39. The Class of 1949 had the largest number of members answering the survey, with the Class of 1950 in second place and the Classes of 1945, 1952 and 1953 tied for third place. Fourth place honors were tied between the Classes of 1937, 1938 and 1955. Members of the Classes of 1941 and 1943 split fifth place honors.*

Q. *What would you like to see in the* NEWS LETTER *which has not been covered?*

Editor's Note: *It is impossible with space limitations to list the many pages of suggestions received. In many cases a number of readers listed the same suggestions. Following are a sampling of some of the suggestions.*

A. Articles on curriculum at Middlebury. . . . Course offerings of departments. . . . More faculty news (*even a list of the entire faculty every other year would be nice*). . . . Letters to Editor. . . . More on sports. . . . More news from and about members of classes prior to 1950. . . . More class news. . . . Needs more illustrations. . . . Continue articles about what various departments are doing. . . . Occasionally a map of campus so we can see where things are (*See Page* 5). . . . More about academic standing of the College in relation to other colleges. . . . Article on just what the College's plans are for the future. . . . Scholastic standing of fraternities. . . . News of sororities. . . . Reprints of *Campus* Editorials. Let's have a cross section of the undergraduate's opinion in the topics portrayed for the Alumni. . . . Pictures and names of *all* new freshmen. . . . Pictures of faculty and photos of the campus. . . . Department articles covering research and study of general interest. . . . Personal reports on individuals. . . . Reports on proceedings and decisions by Board of Trustees. . . . More pictures of actual undergraduate activities and new buildings. . . . More discussion on how Midd is shaping the curriculum to meet the real needs of the world, our society and the age of science. . . . Faculty members discussing course changes and special research on academic subjects. . . . More concrete and detailed discussions about Middlebury as an educational institution. . . . An article on Dr. Edward Collins to whom Midd owes a great deal—More it would seem than has ever been publicly acknowledged. . . . An article about retired professors. . . . Sorry, no suggestions. I think you cover just about everything. . . . Naturally "old grads" are my interest. . . . More individual articles about Middlebury professors.

Q. *Do you have any other comments about the* NEWS LETTER?

A. I enjoy it very much since I live so far away (*Pass-A-Grill Beach, Florida*). . . . Just keep it coming! (*Washington, D.C.*). . . . New educational theories and methods—tools, etc., would be interesting. Also more tie-in news, i.e., similar problems of other New England small colleges like Williams, Amherst, etc. (*Larchmont, N.Y.*). . . . Publish NEWS LETTER every two months instead of quarterly. . . . It is like friends dropping in for a visit (*Troy, N.Y.*). . . . Doing very well (*Cambridge, Mass.*). . . . Splendidly done—unusually fine link with Alumni-ae (*Mamaroneck, N.Y.*).

. . . Please Note: Next questionnaire, make it easier to detach and either use different paper or direct use of ball-point pen or number one pencil. The present difficulty will cut down on your rate of returns, I think. The best of three college Alumni magazines received

with the Middlebury Alumnae Clubs

▸ **The Boston Club** sold 932 tickets for its Frost Evening Scholarship Benefit. Dorothy Abel, '28, was Ticket Chairman. Evelyn Plumley Adams, '25, entertained a small group of Board Members and friends of Poet Frost at a small party in his honor following the Benefit, at her home, 108 Forest St., Wellesley, Mass.

Several schools and colleges in the Boston area gave the Frost Evening such enthusiastic support, that Boston Alumnae feel they are helping not only Middlebury students with scholarships from the Evening but also attracting favorable attention to the College.

Professor Emeritus Waldo Heinrichs spoke on *The Power Clash*, at the College Club on Nov. 14. Many of Professor Heinrich's former students enjoyed meeting him again; and, as everyone participated in the question and answer period following his talk, one almost felt himself (or herself) back in the classroom again. The chairman for the evening was Mary Williams Brackett, '36, and the hostess was Katherine Beers, '49. Plans are being made for a mid-winter meeting, in the form of a luncheon, especially for the "outside of Boston" Alumnae who find it difficult to attend evening meetings. Barbara Russell Duggan, '19, is acting as chairman. The usual Boston Pops Evening will be held in the Spring with the Boston Club presenting the Pops with Goucher, Pembroke and Mills Colleges.

▸ **The Cleveland Club** had a very successful Pot Lunch Supper at the home of Nancy Finley Garrett, '47, since the last issue of the News Letter. Following the Supper, a business meeting was held; two new members Joanne Benes, '56, and Amanda Sanborne Krieble, '43, were welcomed into the Club's membership.

Louise Limbach Spangler, '53, has agreed to be Ohio Chairman for the Alumni Fund; she also represented Middlebury at Shaker Heights High School for this school's College Night. She met a number of interested students and their parents.

The Cleveland Club was pleased to welcome its former president and now National Alumnae President, Dorothy Nash Brailey, '19, at a recent dinner. Mrs. Brailey gave a first hand report on Homecoming at the College and the Alumnae Meetings. Charlotte Clark Hay, '51, made a complete report on the Candle Sale and it was decided to continue the project if the candles are available.

▸ The Annual Scotch Auction was held by the **Manhattan Club of New York** at the apartment of Ruth Collins, '45, on Nov. 20. Bidding was lively and a nice sum was realized for the Eleanor S. Ross Scholarship Fund. Shirley Stearns, '45, served as auctioneer.

Katherine B. Everitt, '17, Chairman of the Ross Fund, gave a report of the status of the Fund and urged all to contribute this year. Barbara Abel, '45, is proceeding with plans for the "Off-Broadway Theatre Party and Dinner" in January. And the Chapter will again entertain Seniors in the New York City area at an informal supper during Spring recess. Lynn Bruhn, '47, Treasurer, reports 27 paid-up members to date.

▸ **The Alumnae Association of New Jersey** opened its season with Professor Waldo Heinrichs as guest speaker. The Dean Ross Chapter and the Morris and Essex Club held a joint meeting on Nov. 6 in the social hall of the Methodist Church in Chatham. Ann Clark Rodda, '42, whose husband is the minister of this church was the hostess for the evening. Mildred Becker Bennett, '41 (Becky) introduced Professor Heinrichs who spoke on the *Clash Between Soviet and American Policy*. This was the first meeting in this part of New Jersey to which Alumni and their wives were invited as well as husbands of Alumnae; and, a record crowd of more than a hundred turned out. Following Professor Heinrichs' informative and stimulating talk, there was a lively question and answer period. Constance Lind Olinder, '43, then supervised the serving of refreshments. On the morning of Feb. 11 at 9:30 o'clock the Dean Ross Chapter and the Morris and Essex Club are sponsoring a coffee hour at the new Altman's Department Store on the Morris and Essex Turnpike in Short Hills. Mr. Russo of Altman's Interior Decorating Dept. will speak. Alumnae and friends are invited to attend and contributions of one dollar to the Dean Ross Fund will be received. This same group will hold another meeting on Jan. 22 and plan a social evening.

The **Morris and Essex Club** met on Jan. 15, for a Scotch Auction at the home of Janet Lang Krumm, '41, 241 Washington Ave., Chatham.

The **Northern New Jersey Club** held its annual joint meeting with the Alumni on Nov. 7, in Ridgewood at the home of Doris Collins Wedemann, '29. Dorothea Mathison Scott, '37, President, introduced Professor Heinrichs. He gave a very interesting talk, followed by refreshments and a general discussion.

improved the format (*Santa Ana, Calif.*).

I receive Alumni Magazines from two other colleges and the NEWS LETTER is by far the best (*Westport, Conn.*). . . . How about a survey of all graduates from 1930 up to show financial and business success? (*Rome, N.Y.*). . . . I think it is excellent (*Pelham, N.Y.*). . . . Marvelous magazine. Always anticipate its coming. Has it all over the college organs of my husband and parents! Always makes me *frightfully* homesick for Midd (*Pittsfield, Mass.*).

Disappointed most when an issue has little information about classes immediately preceding and following mine by two years as well as own class. Perhaps NEWS LETTER and Alumni Office could subsidize a 2-way postal card to secure more information and relieve pressure and/or burden on class secretaries whose own time is usually pretty full (*Honolulu, Hawaii*). . . . How about an article on the women in their forties (and up) picking up late-life careers from our own Alumnae who have raised their families (skip teaching and secretarial)—other ideas for women with degrees, brains, judgment and know-how (*Fresno, Calif.*). . . . I think it is very adequate. I like to thumb through it, read about people I know or topics that interest me. I have no special reading habits as far as the NEWS LETTER is concerned.

An excellent publication. Really look forward to receiving my copy. (*Yonkers, N.Y.*). . . . I like the comfort of receiving it and feeling a part of Midd (*Westport, Conn.*). . . . It would be difficult to put out a magazine of great interest to such a variety of people as attend any college. The more I think about this, the more I feel you do a good job. I would like to see more articles by Alumni-ae, more about interesting occupations, hobbies, or experiences of Alumni-ae (*Springfield, Mass.*).

Continue tagging all persons with year of graduation. I am most interested in people I have known (*Rexdale, Ontario, Canada*). . . . I read it before the evening paper (*Watertown, N.Y.*). . . . This is a fine example of much hard work and thought. Every alum should be definitely proud of it and anxious to have his or her friends and neighbors see what a fine and great institution Middlebury really is (*Bennington, Vt.*). . . . I always look forward to the arrival of the NEWS LETTER—mostly I think for news of Alumni-ae, then for news of what is going on in the College today (*Middlebury, Vt.*).

Most of the pictures you have are of people I don't know, and such pictures mean little to me. I'd like to see more pictures of the various buildings and scenes of the College, both current and former (*East Greenwich, N.Y.*). . . . I welcome this opportunity to tell you that you are doing a wonderful job with the NEWS LETTER. I have just finished reading this issue—practically from cover to cover. I especially liked the High School picture of young sons and daughters, the President's Page—also "Sound and Fury" (*Bloomfield, Conn.*). . . . As I'm a teacher, anything that would interest a prospective entrant is worthwhile along with college data to keep us "oldsters" informed of college life there (*Greenfield, Mass.*).

Keep up the good work! (*Danby, Vt.*). . . . I want nothing to happen to the NEWS LETTER. Every time it comes, I am transported back to Middlebury (*Maplewood, N.J.*). . . . It is excellent. I look forward to every issue (*Hicksville, N.Y.*). . . . You are doing a fine job and I have nothing but praise. I do miss the occasional article that "Art" Peach, '09, used to contribute (*Scarsdale, N.Y.*). . . . In comparison to some other publications from various colleges, it's dull in format and usually in text. A better, clearer format would be most rewarding. Also, financial data should be consolidated into an annual report from Dr. Stratton to the Alumni and sent out separately (*New York, N.Y.*).

I think it has improved greatly in recent issues and now contains more interesting and varied features (*Oxford, Alberta*). . . . Many people amazed at the high calibre of the NEWS LETTER. . . . NEWS LETTER is well edited but it needs more articles relative to the achievements and accomplishments of both Alumni-ae and the College plus the College's aim in how to achieve its purpose of perpetuating close Alumni cooperation (*Dayton, Ohio*). . . . I'm very happy I get it (*Oslo, Norway*).

College Calendar

JANUARY

29 Wed. Examinations end.
Hartford Alumnae Club—Wayne Furtney of Putnam Co. speaks on: "Investments for Women" Miriam Mauritzen, Chm., 20 Lindwall Drive.
30 Thurs. Mid Year Recess begins.
31 Fri. Hockey—Hamilton (H)

FEBRUARY

1 Sat. Basketball—Amherst (A)
Hockey—Amherst (H)
1–2 Sat. & Sun. Skiing—EISA Championships at Lyndonville, Vt.
3 Mon. Second Semester Classes begin.
4 Tues. Worcester Alumnae Club—Book Review Program, Mrs. Bradley Allen, Chm.
5 Wed. Basketball—Wesleyan (H)
Hockey—Princeton (A)
7 Fri. Basketball—Springfield College (H)
8 Sat. Hockey—Colby (H)
Basketball—St. Michael's (A)
8–9 Sat. & Sun. Skiing—Williams Carnival (A)
10 Mon. Basketball—Williams (H)
11 Tues. New Jersey Alumnae (Dean Ross Chapter, Morris & Essex Clubs)—9:30 A.M. Coffee Hour at Altman's in Short Hills.
12 Wed. Hockey—Norwich (A)
Players present—"My Sister Eileen."
13 Thurs. Middlebury Winter Carnival.
Basketball—Norwich (2:00) (H)
Players present—"My Sister Eileen."
14 Fri. Middlebury Winter Carnival
Hockey—Boston University (2:00) (H)
15 Sat. Middlebury Winter Carnival
17 Mon. Basketball—Univ. of Vermont (H)
20 Thurs. Hockey—Dartmouth (A)
21 Fri. Basketball—Clark (H)
Skiing—Norwich Carnival (A)
22 Sat. Basketball—Trinity (H)
Hockey—R.P.I. (A)
Skiing—Norwich Carnival (A)
23 Sun. Town & Gown Movie.
24 Mon. Hockey—Clarkson (H)
26 Wed. Hockey—Yale (A)
Basketball—Norwich (A)
28 Fri. Basketball—Clarkson (H)
Skiing—N.C.A.A. at Hanover.

MARCH

1 Sat. Basketball—St. Michael's (H)
Hockey—Hamilton (A)
Skiing—N.C.A.A. at Hanover.
2 Sun. Concert Lecture: Richard Dyer-Bennett, Folk-Singer and Guitarist.
Skiing—N.C.A.A. at Hanover.
8 Sat. Women's Recreation Association—Badminton Sports Day (H)
Skiing—National Cross Country at Andover, Me.
9 Sun. Skiing—Harvard-Bromley Grand Slalom at Manchester.
14 Fri. Phi Beta Kappa presents Louise Bogan, lecturer.
16 Sun. Town and Gown Movie.
20 Thurs. Hartford Alumnae Club—Silent Auction, Esther Langwill, Chm., 256 North Oxford St.
22 Sat. Middlebury Conference
26–27 Wed. & Thurs. Student directs: "Glass Menagerie."
30 Sun. Choir Concert, Mead Chapel 8:15 P.M.

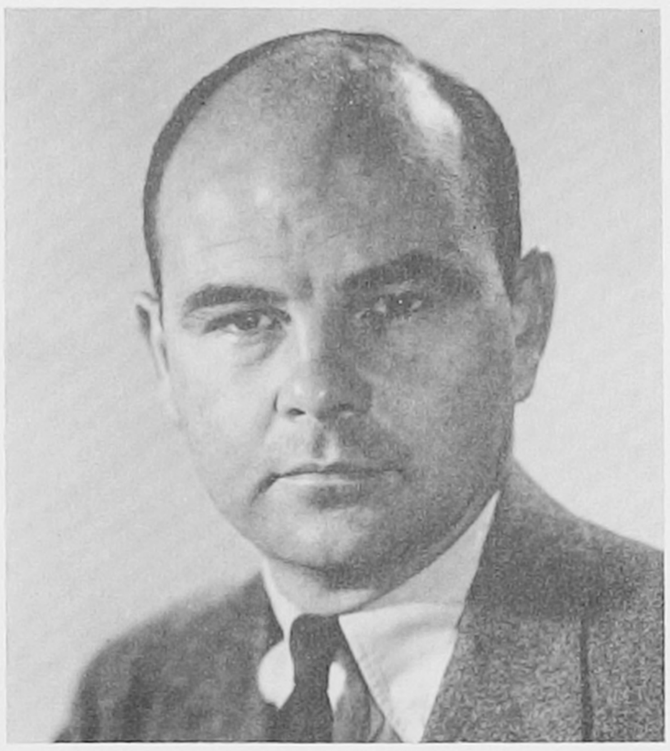
APRIL

5 Sat. Spring Recess begins.
Manhattan Club of New York—Informal Supper for Seniors in New York Area during Spring Recess.

"There's a warm welcome waiting Alumni and Alumnae at the Annual New York Area Reunion Dinner which will be held on Thursday, April 17, at the Columbia University Club, 4 West 43rd Street, New York City", according to Co-Chairmen Mary Henseler Cassidy, '31, and Robert B. Rivel, '42.

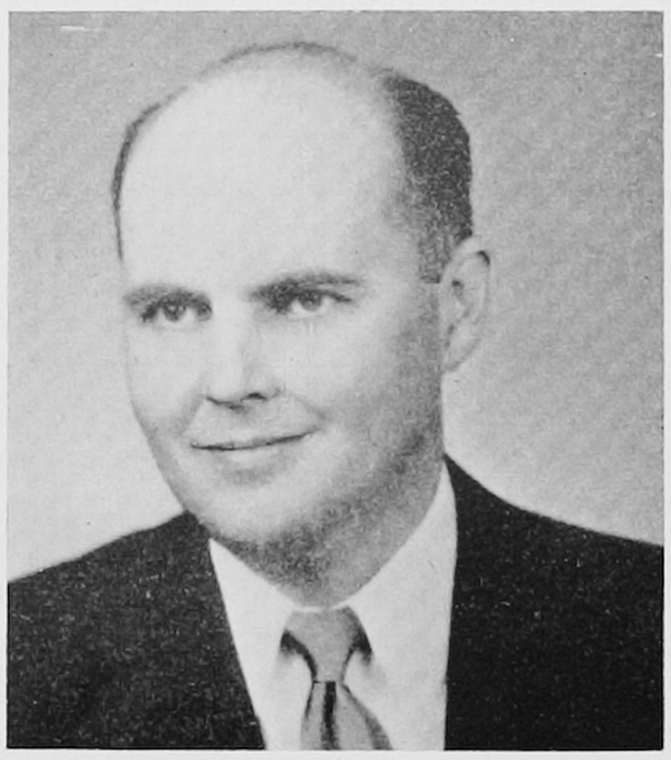
Present plans call for dinner and musical entertainment. Jack Steele, '36, Pulitzer Prize-winning Journalist will be the guest speaker at the Reunion Dinner. He is Washington correspondent for the Scripps-Howard chain of newspapers. The Co-Chairmen advise that complete reservation information will be mailed to New York Area Alumni-ae.

Ralph Loveys, '51, and **James Luke,** '50 are building homes in New Jersey. They have named their corporation "Midd Construction Co." Recently Jim and Ralph named a new street in Cranford, N. J., "Middlebury Lane" after their Alma Mater.



CHARLES STARTUP, '36

Charles H. Startup, '36, has been elected Assistant Vice President, Customer Service by American Airlines' Board of Directors. Mr. Startup has had wide experience in fields allied with Customer Service since joining American as a reservations agent in 1939 at New York. Most recently, he was Sales Manager at San Francisco and previously held similar positions at Cincinnati and Baltimore. Earlier, he was Reservations Manager at Washington and New York. In his new position, he will assist in formulating and guiding policy relating to Customer Service.



JAMES TURLEY, '41

James A. Turley, '41, has been appointed Assistant Secretary of the Hanover Bank, New York City. Two years ago he joined The Hanover as a Trust Representative. Mr. Turley was formerly a major in the U.S. Marine Corps. He saw action during World War II in the Pacific and later served in Korea. Mr. Turley holds law degrees from both Duke and Georgetown Universities.

JOSEPH P. KASPER, '20 (*right*) is shown during a visit to Paris being presented with the medal of "Merite Economique," the Cross of the Order of National Economy, in recognition by the French Government of the great effort Mr. Kasper has exerted over the years to promote French exports. The presentation was made by the then French Secretary of State for Economic Affairs, Monsieur J. Masson. It is a rare occasion for an American businessman to receive this honor. Mr. Kasper is President of the Associated Merchandising Corp. of New York, N.Y.

RICHARD ALLEN, '33

Richard L. Allen, '33, has been appointed Personnel Manager of the Dennison Manufacturing Co., Framingham, Mass. He has been with the Dennison Co. for 22 years and has been employed in the Cost, Purchasing and Merchandising Departments. Mr. Allen is a former chairman of the Framingham School Committee and is a director of the Framingham Cooperative Bank.

CHARLES BUTTS, '48

Charles A. Butts, '48, has been appointed to the post of Supervisor of FM Sales for WBZ-FM, Boston, Mass. Mr. Butts joined WBZ in 1955 as an Account Executive during which time he handled many prestige accounts as AM salesman. Prior to joining the WBZ sales staff, he worked for Time Inc., Boston, where he handled sales promotion, specializing on Fortune magazine sales in New England.

Mr. Butts who majored in American literature and economics resides in Lexington, Mass., with his wife Miriam, and their two children Joanna and Joel.

MRS. CHESTER CLEMENS, '32

For the first time in the history of the Hingham (Mass.) Public Library women will serve on the Board of Trustees. Mrs. Chester H. (Eleanor Benjamin, '32) Clemens has been elected as the first woman to the Board. Mrs. Clemens' husband was graduated from Middlebury in 1933. He is an economist. After graduating from Middlebury, Mrs. Clemens qualified as a librarian at the Enoch Pratt Free Library in Baltimore under Dr. Joseph L. Wheeler, pioneer in modern library methods. She served in the Baltimore Library system for eight years as Assistant Readers' advisor and as Librarian of two branch libraries.

DIXON HEMPHILL, '49

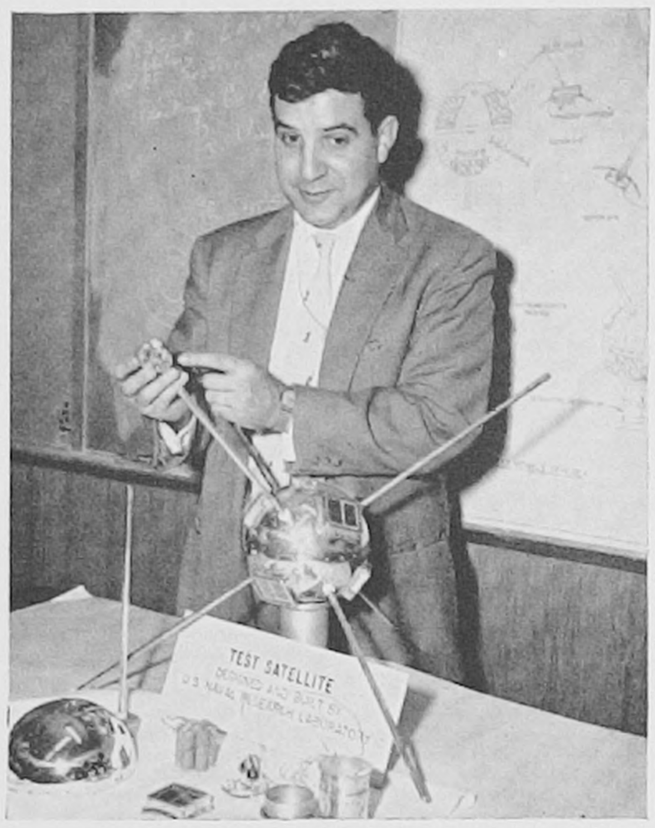
Dixon F. Hemphill, '49, has been appointed track and cross country coach at Worcester Academy, Worcester, Mass. He resides in Worcester where his full-time position is that of Sales Engineer with the General Electric Company. He captained Middlebury's undefeated track squad in 1948. Mr. Hemphill held the College's pole vault record for six years, at 12 feet, until it was recently broken. During his college career, he was undefeated in the pole vault event in dual competition.

Editor's Note: *The News Letter regrets its error of listing Harris H. Holt as '09, in the Fall Issue. Dr. Holt should have been listed as a member of the Class of 1905.*

Alumni in the Headlines

Editor's Note: *Many Alumni have expressed an interest during the recent* News Letter *Survey in learning "just how one is selected for a write-up in—Alumni in the Headlines." Material for this section is received from many different sources, including newspaper clippings, friends, Alumni, news releases etc. The* News Letter *is always delighted to receive copy for this section about Alumni advancements or achievements.*

ON THE COVER



ROGER EASTON, '43

Roger L. Easton, '43, head of the Radio Frequency Section of Project Vanguard's Tracking and Guidance Branch, is shown above and in the News Letter cover picture of this issue, explaining the workings of the United States' six inch satellite. As the News Letter goes to press, the sphere is expected to be launched shortly. The satellite's component parts include: two radio transmitters, metal covering, antenna, mercury batteries, solar batteries and two transmitter covers. (*Associated Press Photo*)

KENNETH JACKMAN, '38

Kenneth Jackman, '38, "traveling science teacher" from Oak Ridge, Tenn., is one of ten science teachers who are touring more than 300 high schools during the current academic year.

His mission is to stimulate student interest in science and scientific careers. The "traveling teacher" also has been available for discussion and consultation with the science staff and other faculty members as a means of exchanging ideas and experiences. He brings with him a station wagon full of demonstration equipment, much of which he and his fellow traveling teachers built themselves last summer in Oak Ridge from simple, inexpensive components. Designed to present scientific principles in a graphic, meaningful manner, the homemade apparatus can be easily and inexpensively duplicated by students and teachers.

The Traveling Science Demonstration Lecture Program, now in its second year, is sponsored by the National Science Foundation and the Atomic Energy Commission, and is administered by the Oak Ridge Institute of Nuclear Studies. Last year, seven traveling teachers visited more than 200 high schools in 48 states and the District of Columbia. The program was expanded this year to reach even more schools.

Before becoming a "traveling teacher," Mr. Jackman was a science teacher at The Hill School, Pottstown, Pa. Mr. Jackman has been granted a one-year leave of absence to serve as a traveling teacher and plans to return to his former position.

A member of the faculty at The Hill School since 1943, Mr. Jackman served in the capacity of science instructor, coach and senior dormitory supervisor. A graduate of Middlebury, he has done graduate work at Harvard University, the University of Pennsylvania, the University of Chicago, Northwestern University and the University of New Hampshire; he holds a Master's Degree in Chemistry from the University of Colorado; attended the 1955 summer institute for secondary school science teachers, held at the Oak Ridge Institute of Nuclear Studies; and was 1956 research assistant at the California Forest and Range Experiment Station.

SAMUEL PERRY, '41

Some Middlebury Alumni scanning a large photo in *Life Magazine* on Nov. 25th may have spotted a familiar face among a group of executives of the Chance-Vought plant at Grand Prairie, Texas. Dominating the group was C-V's Navy "Regulus" guided missile—and the caption below the photo identified the familiar face as that of Samuel Oliver Perry, Jr., '41.

Mr. Perry is Chief Engineer of Chance-Vought's missile program, working at two California proving-grounds.

At Middlebury Mr. Perry majored in mathematics and physics (and where his son James is a sophomore this year).

As soon as he completed his college studies, Mr. Perry joined Chance-Vought in Bridgeport, Conn., as a mold loft employe. Two years later he joined the Army Air Force as a flying cadet. In March, 1945 he received a commission.

Before leaving the Service in 1946, he served as project engineer in the aircraft laboratory at Wright-Patterson Air Force Base in Dayton, Ohio. In October of that year he rejoined Chance-Vought in the pilotless aircraft (missile) department, with which he has been associated for the past eleven years.

As chief missile designer, Mr. Perry carried out a large part of the development of the Regulus missile for the Navy. In February, 1950, he was transferred from Dallas to California, where he does most of his work at Edwards Air Force Base in the Mojave Desert.

ROBERT SMITH, '53

Robert S. Smith, '53, has been promoted to Staff Engineer in the Manufacturing Planning Section of Industrial and Cost Engineering of the International Business Machines Corporation. While at Middlebury, he majored in economics. Mr. Smith received his Master of Business Administration from Harvard in 1955 and joined IBM soon thereafter as an Estimator. He became an Associate Engineer in 1956.

with our FACULTY

By Professor John G. Bowker, *Dean of the Faculty*

ELSEWHERE in this issue of the NEWS LETTER, Professor Wissler very ably warns us as citizens that the basic faults in our public school system of education are not going to be easy to correct. It is to be hoped that the shocking and sudden realization that we are not necessarily ahead of others in scientific achievement has jolted this generation of free peoples out of its paralyzing complacency. We cannot buy our way out of this situation. We must shift our educational emphasis from chrome to steel.

In press discussions of the problem, stress is placed upon the declining numbers of secondary school students interested in mathematics and science, and of talented college graduates preparing to teach in these fields. Numbers are important but it should be noted that we have far more top-notch scientists in this country today than there are in Russia. The encouragement of increased numbers of young people to study in the areas of mathematics and natural science is vitally important because only those in the sieve can be shaken through, and there is grave danger that many potential high caliber scientists and teachers are lost along the way. But caliber is the key to the personnel problem, not numbers alone. Every mathematics and physics classroom today has a teacher. But is he able to devote his attention exclusively to this vital job? Or is he obliged to seek community prestige, recognition, and relief from economic strain by coaching football in addition? Is he known as a dedicated scholar who serves as an encouraging mentor and intellectual guide?

Properly, discussions of the present crisis in education usually turn to the program of the lower grades and secondary schools. For the most part, college teachers of mathematics and science can encourage only those who are well-grounded in fundamentals, whose earlier interests have been cultivated. But we too have fences to mend. In current discussions of the science faculties at Middlebury, we are inquiring into every phase of our program. Each department chairman provides the very best instruction available in his freshman and beginners courses, for it is here that our greatest loss can occur. It is not uncommon for a student's interest in science to be kindled in his freshman year at Middlebury, and for him to go on to complete a successful science major. We try to anticipate and recognize every improvement in the preparatory school product so that such can be followed by higher standards at our level. A recent suggestion that we ask the faculty to extend the present one-year requirement to a two-year program in science and–or mathematics is under study. Greater depth in a subject might well reveal potentialities and interest. The achievement of Middlebury graduates in scientific research, production, and teaching is rewarding and must be increasingly so.

It seems to me that the true function of a liberal arts program was never more clear. If other nations have assumed a position of leadership, they have probably done a better job than we in the training for assignments of responsibility. Inspired, intelligent leadership is the key to the success of any undertaking. It is my conviction that it would be a stupid mistake at this time to go overboard and rush to an extensive program of scientific and technical training to the exclusion of the social sciences and the humanities. We want no carbon copy of what the Soviet scientific materialism has done to their educative process. For with our survival comes ultimately the even greater need for responsible leadership in the fields of economics and sociology, in the appreciations of the literatures and the arts. Dr. Killian, president of M. I. T. and recently appointed head of our missles program, said last summer: ". . . as far as the national interest is concerned, the important thing is to see that no potentially superior student is denied the opportunity for higher education in any subject-matter field; such a program will see that the nation gets its fair share of scientists and engineers."

And again from Marion Folsom, Secretary of Health, Education and Welfare: "Our society is ever in greater need of broadly educated men who have the intellectual ability and the moral conviction to make those difficult and often times unpopular policy decisions that determine the course of mankind's advance. Those qualities increasingly require a grasp of the scientific and technological aspects of our world, and they will ever require an understanding of the great moral, philosophical, and historical truths of mankind."

I feel sure more recent developments have not changed these opinions. We must strive for the fullest development of each individual. The liberal arts college has great opportunities ahead.

duPont Summer Grants . . .

In the winter 1957 issue of the NEWS LETTER, I announced the establishment of three summer fel-

Campus Commentator

REPORTING THE STUDENT SIDE OF MIDDLEBURY NEWS

ANNE CURTIS, '58

▶ The youngest member of the State of Vermont's first Wage Board is 21-year old Anne Curtis, a Middlebury senior. There are four other members of the Board.

Anne was appointed by Industrial Relations Commissioner Raymond B. Daniels as one of two employe representatives on the summer camp wage board.

"I was a counselor at Camp Hochelaga for five years, and before that a camper for ten," she said. "I understand the appointment came from the recommendation by camp directors."

Anne has already put in a number of day's work on the Wage Board at the State Capitol in Montpelier. "We are trying to define the summer camp salaries as they pertain to the 75-cent an hour minimum wage law adopted by the 1957 Vermont Legislature," she said.

Anne's appointment is a paying one. For each day on the job she receives $10.

"My experience on the state board will be as valuable as any course in school, I'm sure," Anne said.

At Middlebury, she is a history major and hopes to teach in high school next year. Her home is in Verona, N.J.

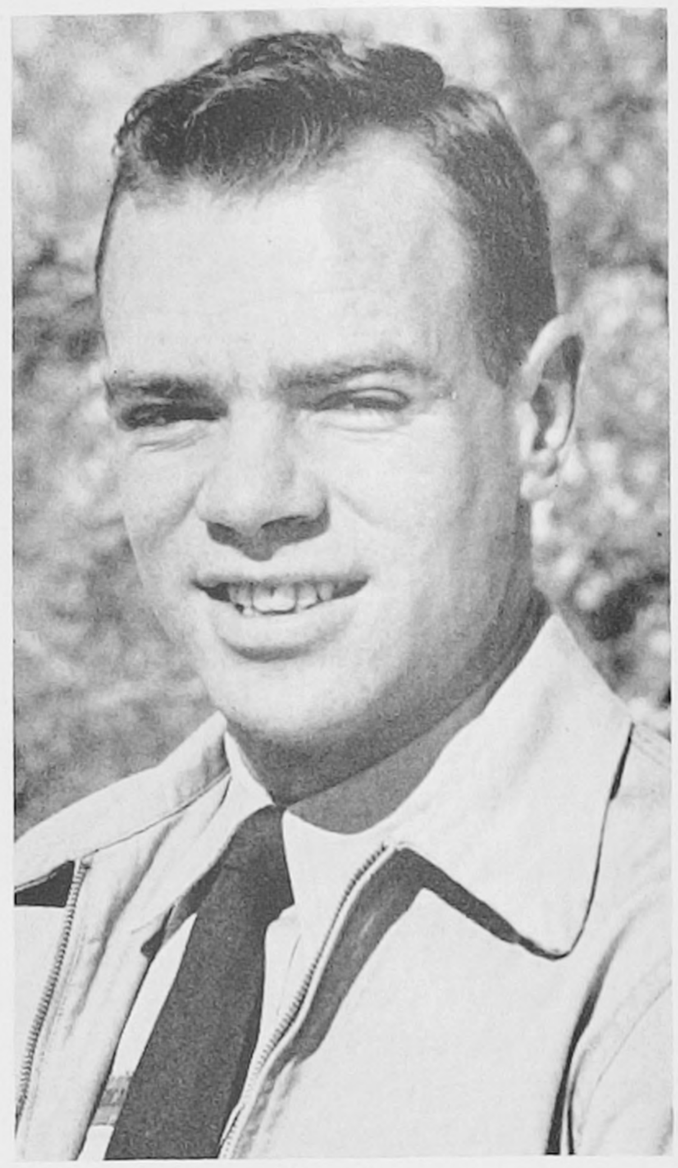
Anne is co-chairman of the Middlebury Religion Conference, a member of Kappa Kappa Gamma, Pan-Hellenic representative and treasurer of the Women's Recreation Association.

Her appointment to the Board was "a surprise."

"But I had been asked if I would like to serve on such a group," she said. "I didn't give it another thought until one day I came back from class and found a message.

"It said, 'Call the Statehouse collect.'

"And now, look where I am."



RICHARD STOEHR, '58

▶ A young man with a goal in life is Richard Stoehr, a member of the Class of 1958, and District Commissioner of the Green Mountain Council of Boy Scouts of America.

His aim is to go into full-time professional scouting after college. In the meantime he is acquiring practical experience while carrying a full schedule of college courses.

Dick entered Middlebury in 1950, but after completing two years left college to enlist in the Army. While at Fort Dix, N.J., he organized an explorer scout post in a town adjacent to the army base. During his two and a half years at Fort Dix the scout troop was most active and continued to grow.

In 1956, Dick left the Army and returned to his academic work at Middlebury. By then his goal was clear. The scout program of activities for teen-age boys had impressed him. Its character-building aspects made it for him a worthwhile type of life work.

Shortly after returning to college, Dick became Scoutmaster of the troop located in the Town of Middlebury. He now serves both as a scoutmaster and District Commissioner. Last summer he was Assistant Director at Camp Sunrise which is used by scouts of three Vermont counties.

As a Middlebury senior, Dick doesn't neglect his studies despite the fact that his scout responsibilities, in a district of about 500 young boy scouts, take much time during the week with hikes and overnight camping trips on weekends.

He has also been elected president of his fraternity, Alpha Sigma Psi. And Sunday mornings find him teaching a class in the Middlebury Congregational Church.

Vermont scout leaders are most appreciative for the long hours devoted to scouting by the Middlebury senior. Dick will be missed in Vermont scouting circles when he is graduated in June. However, he has this planned too. He is building up his scout commissioner staff in order to provide thorough experience for a successor who can carry on after next June.

He has also recruited college students, Philip Buley and George Jackson, both juniors, to take charge of the Explorer Scout Post.

Helpfulness and service, precepts of Scouting, are well demonstrated by the activities of Richard Stoehr.

▶ A record sum was raised in the annual Middlebury College Community Chest. A week of activities and canvassing raised $4,650, exceeding the set quota by $650.

Do We Have a Problem?

By Dr. Benjamin F. Wissler, *Professor of Physics*

The subject of education seems to have come into the forefront in recent weeks and months, very definitely stimulated by Sputnik. It is not my intention to present any real solution to the problems that are apparently facing our country and our educational system, but the purpose of this article is to try to provoke some serious thought on the part of Alumni and Alumnae.

I shall naturally have to express some of my own personal views about the field of education, and I am sure you can understand why I have a personal interest in this particular field. Our recent newspapers, journals and magazines are full of criticism, particularly regarding the teaching of science and mathematics, in our high schools and secondary schools at the present time. I do not wish to say, as a scientist, that I feel that the criticisms should be lodged only against the fields of science and mathematics, but I believe that we can scrutinize our entire curriculum, our entire school system, its aims and objectives, and see whether we can improve it from the over-all standpoint.

Many impressions have been left with me, and I am sure, with the average public. Some of these impressions, as far as I can see, come from admissions which have been made by people relatively high in the educational world. I am referring to comments which have appeared in the public press, comments in the forms of admissions, stating that probably we need revisions, changes and new procedures which may make our educational system more effective. These comments come from individuals ranging all the way from representatives of the U.S. Office of Education to members of our own Vermont State Department of Education.

The current complaint about science teaching and mathematics teaching, all complaints about our school system, are not new. You can all recall such comments regarding reading, the teaching of arithmetic, which have appeared in recent years, as well as controversies which have grown about these topics and data which have been presented by educators and others, each trying to prove their points on opposite sides of the question. However, as a scientist, and reading the publications and comments of other scientists, I am sure that we realize and are in agreement as scientists, that some definite changes and revisions of our school system are necessary, particularly in the teaching of sciences, and in the teaching of English or the expression and comprehension of ideas. These comments, impressions, and admissions have appeared in the press, and many suggestions for improvement have been made. Some of these embodied ideas such as the following, and here I am not trying to enumerate them all.

One of these suggestions indicates that more time will need to be spent in school, longer daily hours, possibly longer terms during which school is in session. Another suggestion made is that we teach more science and mathematics, in addition to trying to place an emphasis on better presentation, that we teach more *modern* science and mathematics than we are attempting at the present time. Some other proposals go so far as to suggest that we may find it necessary to revamp our entire educational system, possibly molding it after a Russian or basically European system. Additional suggestions, and many of merit, imply or insist upon the necessity for federal aid, or governmental aid, for the students and institutions, to improve the education system so it may go beyond what our present system seems to be accomplishing.

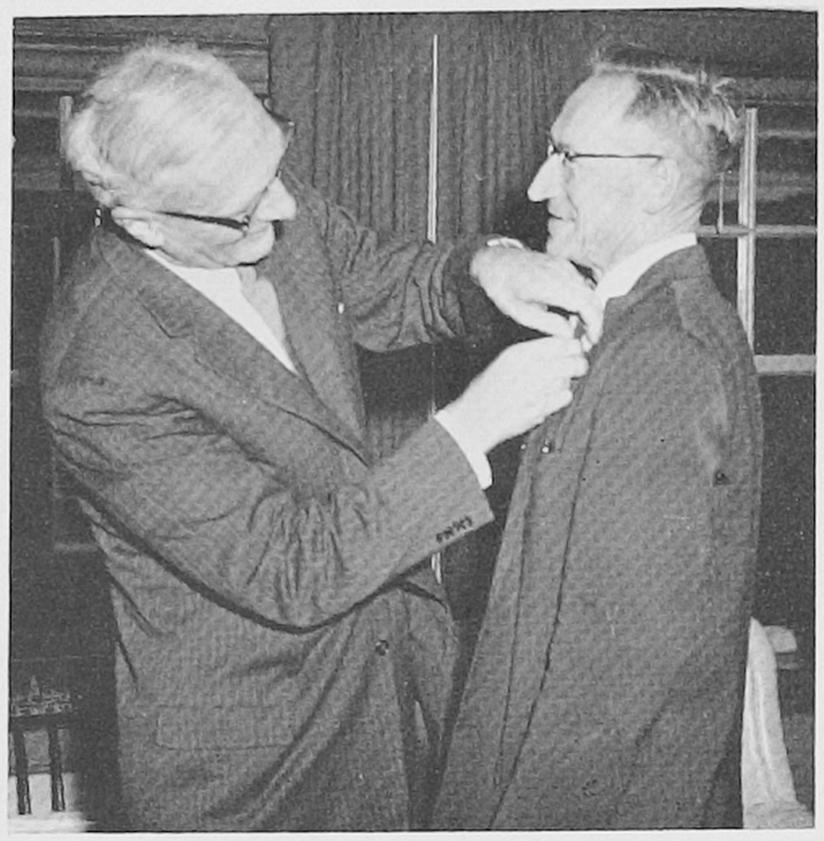
We could ask the question if there exists any such deficiency; if we are behind in our educational endeavor and accomplishment (*and I am not sure we are necessarily behind*)—how and why did this come into being? And here I can only express my own opinion as to some of the influences which may have had, or may be having, a definite bearing on our lag, if this exists. To try and answer this question—how did we get into this situation?—I will have to ask you to think about the possibility that the following exist, to what extent they are influencing our educational products, and to what extent we are guilty.

I wonder whether we, educationally speaking, have not become a "soft" generation. By soft generation, I simply mean this—to what extent are we giving in to and permitting many questions like the following—do I need to study this subject? Do I need to take a language? Do we need to have solid geometry? In other words, do we have any real convictions other than the one of trying to make the road to an education easier and simpler. I have to ask a second question—to what extent is our educational system suffering from the results of our living during the past ten years in a relatively "plush" economy?

It has been said, and I have seen it published, that our college students today definitely feel that re-

lowships for faculty research supported by a grant from the duPont Company. Applications for the 1957 awards from a considerable number of the faculty described unusually resourceful and strong projects. The awards were given to Professor Prickitt (English), Professor Smith (Economics), and Professor Woodin (Biology). While he was working on his doctoral dissertation several years ago, Dr. Prickitt discovered a great deal of significant material in British periodicals of the eighteenth century. More recently, in connection with his course in Eighteenth Century Thought and Culture, he has become interested in the condition of the established clergy of that period and the attitudes of literary men and hack writers toward them. As a recipient of a duPont Grant, Professor Prickitt was able to read widely and intensively in the periodical and newspaper literature of the eighteenth century, using our Middlebury Library and those of Yale and Harvard as sources. It seems likely that the average clergyman, at least during the early part of the century, was better qualified, more interested in his work, more conscientious and morally better than he has frequently been shown to be. Dr. Prickitt is convinced that the clergy as a whole were discredited by the bad actions of a few. Their critics were irreligious people, antagonists of organized religion, anxious to destroy confidence. Later in the century, there is evidence that the Anglican clergy had been affected by the fervor created during the intervening decades by Charles and John Wesley. An interesting aspect of Dr. Prickitt's study is that he chose to investigate the attitudes of the contemporary press rather than to accept the opinions of historians in his attempt to learn more about the true state of the clergy.

The duPont award made it possible for Dr. David Smith to turn from more active and remunerative summer labors to the far more satisfying experience of reading extensively in his field. He has felt that one of the weaknesses in economics at Middlebury has been the lack of student contact with the literatures in the field, so he set about to read the new and reread many older basic and critical works in economics, and to screen them with a view to the assemblage of a stimulating and thought-provoking great books shelf. Dave was guided in his selections by the suggestions of some fifty professional economists whom he knows personally. He felt that Tawney's "Religion and the Rise of Capitalism," Polanyi's "The Great Transformation," and Galbraith's "American Capitalism" provide the type of reading necessary to bridge a possible gap in the student's training. Then Professor Smith sought readings sufficiently critical of our economic system to be stimulating and effective in the revelation of possible weaknesses. Only by being aware of the claims of reliable advocates of change can an alert student be convinced that the structure of our economic system is as he would have it. Professor Smith is still looking for an authoritative book to answer this need. In his search for a book which might survey all theoretical economics as it has developed with reference to the environments from which the various theories evolved, he found Schumpeter's "History of Economic Analysis." It is a newly published scholarly work containing a bibliography of almost everything worthwhile ever written in economics.



Dr. Werner Neuse (*right*), Professor of German, is shown receiving the Order of Merit of the Federal Republic of Germany for his work in promoting teaching of the German language and strengthening the cultural relations between Germany and the United States. The award was presented by Dr. Werner von Hollegen, German Consul at Boston, Mass.

Professor Howard E. Woodin made a preliminary study in the field of timberline research. With an expedition to the top of Mt. Marcy, New York, in mind, the first portion of the summer was spent reviewing quantities of literature pertaining to timberlines in general, to becoming familiar with plant species expected to be found, and to the designing and packing of delicate equipment and supplies. In addition, weather data for the Mt. Marcy section was gathered, maps and aerial photos studied, and permissions sought from individuals and agencies concerned.

The actual ascent of Mt. Marcy was made by Dr. Woodin's party late in August. He was accompanied by a former classmate at Union, Donald Brightman, now an engineer with the General Electric Company; a student, [*Continued on page* 34]

The Sheldon Museum – A Middlebury Institution Arrives at a Rich Maturity

By Arthur K. D. Healy

This pictorial glimpse of the Sheldon Museum is a familiar sight to Alumni.

For me to write of the Sheldon Museum of Middlebury, is a delightful pleasure. For it has been kind to me, affording me many hours of absorbing interest and even, on occasion, diverted me lightly. Early in the thirties, my great and good friend, W. Storrs Lee, '28, searching for material relative to his book, "Father Went to College," rediscovered this valuable repository of works of art and curiosa in the rather dignified house on the Cannon Green in Middlebury. He asked me to take a look at everything and I was excited by the amount of material, joining with him in the work of giving the objects a background that would enhance or complement their interest. During the Great Depression, as an architect I had few commissions. A student of the College, Charles J. Harvi, '38, and I worked together to erase, as a case in point, the hundred year old stains from the Egyptian wallpaper. We wanted to preserve the evidence of a nationwide taste. We also moved things about a lot, painted and scrubbed and our "restoration" was duly criticized at an opening reception.

The Sheldon Museum is characterized by its conservative character in a world of change and I guess that I waited patiently but with a degree of calm for ten years before I was admitted to its councils. But it was pleasant to be called on occasionally to help restore pictures or authenticate some pothooks. And the people I worked for have been most rewarding as personalities. I remember, as curators, the truly remarkable Miss Florence Allen, '98, who started us all out, Richard C. Barret, '50, now Director of the Bennington Historical Museum, Mrs. Elizabeth Kelly, now Dean of Women, Mrs. Prescott May, a Middlebury resident, Earl L. Cushman, '95, Middlebury historian in a vocal sense and a genealogist, who as curator has for many summers given visitors the accolade of distinguished heredity or at the very least, legitimacy. Miss Patience Haley, distinguished artist, who also assisted in our Art Department and left us to teach at Abbot Academy, Mrs. William Burrage, Jr., our present and devoted curator, a daughter-in-law of the late Greek Professor, William S. Burrage, Miss Elizabeth Guarnaccia, these and many others. They have all given generously of their imagination and effort.

The Museum is a Middlebury Institution. For many years a visit to it was part of the College's Commencement Program; it has frequently been helped by the good will of students in work parties, and it's documents and literature have been used by students for research—Miss Alice Kenney, '58, a poet, is frequently to be found in the Museum. So perhaps this is as good a time as any to describe the inception and appearance of this collection and its incorporation into what we know as the Sheldon Museum.

Henry Sheldon was born in Salisbury, Vt., in the year 1821. Musically inclined, he played and made musical instruments supporting himself by serving in public offices as a postal functionary. A prominent Episcopalian and Mason, he participated in the life of the community and for a time, travelled in Wisconsin and Nebraska. One assumes that Mr. Sheldon, elected in 1870 Town Clerk of

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Mr. Healy is well known to many Alumni. He is Professor of Fine Arts and head of the Fine Arts Dept. Professor Healy has been a member of the Middlebury College faculty since 1943.

gardless of their endeavor, their effort, how hard they work, or what particular subject they may major in at the college level, within ten years from the time they are graduated from college, they will all be having a two-car family, a suburban home and really nothing to worry about.

In reality, is this not the type of economy that we have been living in? Is this not actually what has been happening? If this is true, what basic impetus are we able to apply to our students to make them wish to excel intellectually, to develop and master difficult tasks to train their minds?

Another aspect which I feel in the field of education is not reckoned with adequately, is that quality which I shall for the moment call human nature itself. I have to ask to what extent we do give in to our students, to our teachers, to ourselves, in saying that in educating our youth, we don't wish to have anyone work any harder than they absolutely have to. In other words, to achieve our position in life, we don't want to work any more than is necessary.

Do we have any particular convictions that intellectual attainment and achievement are something to be respected and striven for? Do we feel that the education which we are giving to our youth must be utilitarian in value and be just adequate to meet their needs, and not something to be striven for and developed, over and above its actual utilitarian advantages?

Another item which I wish to have you think about is this—to what extent are the natural faults of a democracy responsible for what has happened in the way of degeneration in our school system? If you do not like degeneration, may I substitute, to the development of those deficiencies which now lead us to believe that we are behind the educational systems as they have been developed in European countries, notably Russia?

These faults of democracy, as I would like to call them, are the result of poorly chosen opinions of Mr. Average Citizen, such as you and I. It is these faults of opinion wherein we bring pressures to bear upon the educational system. Specifically I am thinking of the following items:

Professional educators who supposedly have charge of developing, caring for and administering our school system, its curriculum and its standards, are placed under pressure by those of us who are parents. When Johnny is apparently not to be promoted from the second to the third grade, it is the parents who yell loud and long. They say, "Why can Johnny not be promoted to the third grade? He is just as good as the rest of those youngsters." And as a net result of all this controversy, all this ballyhoo, and all the pride we have in promotion rather than intellectual achievement, we exert a pressure on our professional educators. As a result we have developed systems for the advancement of students today which amount to routine promotion regardless of achievement. This is referred to as the system of automatic promotions. This scheme may be a tremendous fault. I am not going to argue the point, but I am going to state that probably in being one of the faults of a democracy, this pressure from the people may have a definite influence. It may be one which we do not condone, but an influence which may help cause our school system to become that which we fear it has become today.

We must now ask the question—if what we fear has transpired, who is to blame for this situation coming into being? This is definitely not an easy question to answer. Surely all who have had any professional responsibility will have to share in this blame. I do not mean to say that professional educators have to bear the entire brunt. I think the most important people of all who are to blame, are those of us who are citizens of this country. Mr. Average Citizen is responsible for developing, influencing and allowing what has developed in the past.

Now I might ask this question. Why do we who are teachers have to condone the existence of questions of the following types? Time and again, at the college level and also at the high school level, those of us who advise students are asked this question—is this course necessary? Do I need this subject? Or as I was asked just this week after presenting a topic which was not too easy to one of my intermediate classes in optics, "Are we expected to learn all this?" And then on the part of teachers, how often do we hear, and how often have school superintendents heard this question raised—Do we need to teach this topic or subject?

For instance, at the present time in the field which is under fire, science and mathematics, we have a definite movement quite well progressed, asking the question and pretty well answering it—Do we need to teach solid geometry as such? I raise the question—Are these the type of questions which indicate true strength and proper outlook regarding the intellectual endeavors and objectives of our school system? They can be under certain circumstances but today I have my doubts.

We have to ask next—what can be done if we are dissatisfied with our system? Let me first of all state outright, once and for [*Continued on page* 35]

Middlebury's Influence on Georgia Education - Nineteenth Century

By Ruth Johnson Tompkins, '21

Several years after the Civil War, Richard Malcolm Johnston, a noted teacher, lawyer, and author, from the State of Georgia, then employed in the Office of the Commissioner of Education in Washington, D. C., wrote his recollections of school and college days.

In 1831, Mr. Johnston's father had left his 2500-acre plantation in the hands of an overseer, and moved his family to the town of Powelton, where his son could receive the best education available at any academy in Georgia. Following his graduation from Mercer University, he practised law for six years, and was offered a judgeship and the presidency of Mercer, both of which he refused to become a professor at the state university at Athens. After the war he established a famous classical school named Pen Lucy in Maryland, where he continued his teaching and writing until his appointment to the Education Office in Washington.

The reminiscences written at Pen Lucy, reveal a fascinating story of the part played in Georgia education by seven Vermonters, five of them graduates of Middlebury College. Printed in the 1895–96 *Report of the Commissioner of Education*, under the title, *Early Educational Life in Middle Georgia*, they record in voluminous detail the accomplishments of the men Mr. Johnston had known at Powelton, Mt. Zion, Mercer University and the University of Georgia.

The Middlebury men destined to have the greatest influence on the educational, social, religious, and cultural life of Georgia, had graduated before 1820, a year when the Middlebury College consisted of two buildings, with ninety to a hundred students enrolled in this "flourishing and useful seminary," as Alden Partridge, founder of Norwich University described it when he first visited it. These men were to become presidents of universities and colleges, and leave their mark on the educational system of the State of Georgia.

"The teachers of these Academies," Johnston wrote, "without exception, came from New England. More conspicuous than all others in that regard was Vermont, to which, three quarters of a century ago, middle Georgia became bound in a debt of gratitude which it has always gratefully admitted. A series of men, all of whom, with one exception, were natives of Vermont and Alumni of Middlebury College, came to the villages of Powelton and Mt. Zion, wherein they put and conducted academical instruction on a scale equal to that at any period in the whole North. Noteworthy seems the fact that of those eminent New Englanders who led the earliest movements toward higher education in middle Georgia, nearly all were Middlebury men."

Franklin College at Athens, later to become the University of Georgia, was the first state university to receive its charter, in 1785, although it was not established until 1801, a year after Middlebury was founded. Its fifth president was to be Alonzo Church, a Middlebury graduate of 1816.

"From Brattleboro to Putnam County, just relieved of the Indians, came **Alonzo Church**, and raised to high repute an academy just founded at Eatonton, the county seat. Soon he was professor of Mathematics and Astronomy at the State University, afterwards its president for thirty-five years. He was a man of courtly manners and commanding presence. He and his family were perhaps most efficacious of all in that beautiful town of Athens, imparting to its society a tone which was not surpassed by that of any village in the whole South. Its influence extended far and wide, particularly throughout the adjacent counties of middle Georgia. He met and married Sarah Trippe at Eatonton—a lady of superior accomplishments and rare beauty. His whole family was remarkable for their personal beauty. He was of quick temper and absolutely fearless, but had great self control. Well behaved students had great respect and affection for him; the disorderly feared him more than any other faculty member. He was a rigid disciplinarian, prompt to correct and rebuke the slightest indication of disorder and inattention in his classroom, but in his kindness of heart, he would help along an ill-prepared student almost to the extent of reciting the lesson for him.

"His courtesy and urbanity won for him the reputation of a Chesterfield. Well-known for his business sense, he managed [*Continued on page* 37]

Mrs. Tompkins resides at Chapel Hill, North Carolina, and returns to her native home each summer at Bradford, Vt. Her father was Brig. Gen. Herbert Johnson and her husband, Colonel F. P. Tompkins. She is the mother of twin daughters and has four granddaughters. Mrs. Tompkins has done considerable research and writing on the subject of *Education In Georgia*.

Middlebury and serving for 25 years, occupied a respected position in the activities of this era.

The year 1875 marks an important milestone in the life of Mr. Sheldon who, in that year, bought an antique coin of the reign of Diocletian, the nucleus of a later distinguished collection, finally deeded to Middlebury College. The anniversary of a deed which the Sheldon Museum Trustees and the town of Middlebury celebrated this year, is the actual purchase of one half of Park Place, which half Mr. Sheldon filled with a collection of antiques and curiosa unequalled in variety and value. The same year marks the chartering of the Corporation and this event is thought to be the earliest of its kind.

Mr. Sheldon spent the rest of his life, as he describes it, "collecting, binding, and arranging for the Museum." This extraordinary prophet of a collector's era died on February 28, 1907. This year, as I write, marks the 75th anniversary of the founding of the Museum and the 50th year since the passing of Mr. Sheldon. With his death, interest laxed, and whilst the collection remained intact, it was visited by few. For many years, the "Museum" was visited by the curious but its arrangement was casual.

The Museum which was originally known as The Park House, was built in 1829 by Eben Warner Judd and his son-in-law, Lebbeus Harris, Jr. A portrait of Mrs. Harris by Vermont's greatest portraitist, Benjamin Franklin Mason, is part of the Museum collection. This lady, after her husband's death, married the grandfather of Stephen A. Douglas and lived in Brandon. Mr. Judd was of a scientific turn of mind and is credited with being instrumental in establishing the Middlebury marble industry after coming here in 1801. In 1837, Lebbeus Harris and Eben Warner Judd died and the house was inherited by the surgeon dentist, Dr. Nathaniel Harris, a younger brother of Lebbeus. His office was on the second floor and some of his equipment is part of the museum collection. In 1878, Dr. Harris died and for a time the building was used as a boarding place until Mr. Sheldon and Mrs. Moore bought the house in 1882.

The three story building boasts a porch supported by white marble columns quarried on the property as were the headers and sills of the windows. Entering by means of a central door with sidelights, a short hall and stair opens on the right and left to two beautiful parlours, the Painter parlour and North parlour, and leads out to an old-fashioned kitchen. The black marble fireplaces of these parlours was quarried in Shoreham on Lake Champlain. The immediate impression given is that of entering a 19th century house as lived in by a prominent person of the community. Back of the living rooms, are a dining room and library The Painter parlour prominently features portraits of the Painter and Harris families, amongst the former, that of Gamaliel Painter, founder of the College, although this portrait is but a fair copy of the original in the office of President Stratton. Highly prized are portraits of his wife and daughter by William Jennys. Another portrait of interest is that of Cyrus Hamlin, President of Middlebury College from 1880-85. Also a Nicholas Goddard clock made in Rutland, Vermont around 1790 stands in one corner. A baroque corner cupboard displaying lustre stands in another corner. A piano by George Astor made in Cornhill, London, in 1780 and a section of carpet given by Mrs. J. Watson Webb also embellish the room. Other furniture and hangings have been lent to the museum.

The North Parlour features an early Chickering piano made in Boston, a collection of historical blue Staffordshire of the 1820's, an early cherry desk with ogee feet and a mantel clock by Mark Leavenworth. The walls are treated with a paper in the manner of the same decade. On them are hung portraits of Rufus Wainwright, of the Class of 1852, and his wife. The kitchen is rather simple with a wood panelled open brick hearth and side oven. Here are displayed much of the forged iron used as early utensils. A collection of pewter and Ironstone china bring the room into consistent character.

The library is a special feature, for here conveniently arranged are bound copies of everything published in Middlebury or Addison County since 1801. Early ruling cases at law are also found here. An elegant portrait of Ovid Miner, (1837), an early publisher of a Middlebury journal surmounts the fireplace.

The dining room centers itself around a Queen Anne table, Directoire chairs, an Eli Terry clock and an early Chippendale low-boy and portraits of the Morton family by Mason. To the rear in the manner of most Vermont houses there is an addition to accommodate an early country store and a 19th century bar from the old Addison House.

Ascending to the second floor, the hall divides the area into an Omnium Gatherum and Gun room on one side and on the south [*Continued on page* 36]

generalizations; the historian constantly uses the other social scientists' special skills in determining the truth about the past and in evaluating the significance of particular events. Even natural science, though essentially concerned with the elucidation of truth in heretofore unknown fields, relies on history, its own history, to carry forward from generation to generation its accumulated knowledge.

Thus in its objectives of rendering mankind's collective experience usable and meaningful history is an important factor in the unity that is knowledge.

History, however, has another *raison d'etre* in the modern college curriculum. The historian not only renders the significant past in a form meaningful to the present, but he must also discover what that past is. When the student reaches for an understanding of history at the undergraduate level, he suddenly discovers that the simple blacks and whites of school-book history are not there. Paul Revere is still a hero but the Tories were some of the "best" people and quite honestly outraged at what to them appeared to be the activities of misguided fools who were ruining *their* country, *i.e.*, Massachusetts. The student soon discovers that the simple process of finding out things exactly as they were is not at all simple. He finds that events then had different meanings to different people, and that many of these people had a particular interest in proving that their particular view of events was correct. In untangling the web of evidence which may permit him to approach verisimilitude in his reconstruction of the past, the student of history must develop tremendous skill in the interpretation of the media of communication.

Presumably the student of American history in the early 19th century expects to find embryo industrialists calling lustily for a protective tariff. He is perhaps not so sure what the urban workers thought about the tariff, and, if he is careful, he knows that it is an assumption on his part to think that they thought about the protective tariff at all. He is therefore delighted to come across a number of pamphlets of appropriate vintage signed by people calling themselves mechanics who are vociferous in their advocacy of a protective tariff. His delight is equaled only by his disappointment when further pursuit of his subject convinces him beyond a doubt that it was customary for industrial entrepreneurs of the time to style themselves "mechanic" and that his "new" evidence only supports a belief which he had already established.

Professors Tillinghast and Hetter.

By such stumbling first steps, however, a process is developed. This process is part of the special skill common to the historian's craft. Mastery of it is essential to those who would honestly represent themselves to the public as purveyors and interpreters of mankind's historical heritage. Yet this skill is much more than that. It is a skill which every one uses to a greater or lesser degree in determining the realities of an increasingly complex human existence.

Everyone depends on some view of his surroundings as a basis for his actions, indeed as a basis for life itself. Every human being constantly absorbs impressions of what is going on around him. Our ability to maintain our equilibrium in the modern world depends to a certain extent on our ability to develop a sense of discrimination with regards to these impressions. Sometimes, with the growth of new techniques of mass communication, the problem becomes very acute. When these techniques are shifted from selling soap to running nations, we in the democracies are faced with a serious problem. Modern techniques are not necessarily more effective in our time than our mechanic's pamphlet was in his, but the necessity for developing skill in evaluating and discriminating amongst the mass of material contending to be accepted by modern man is great. History and its study is not a miraculous discipline which will produce nothing but well adjusted individuals—but it helps, and its value is in this two fold quality: the value of knowing the past as the heritage of mankind and the value derived from the skills acquired in pursuing the historian's craft even for a brief period.

Courses in history at Middlebury are designed to attain both of these objectives. A student wishing to major in the department must take five

History at Middlebury – Today

By Dr. Thomas H. Reynolds

With the retirement of Professor John Perley Davison last June the Department of History at Middlebury lost an important link with the past. For more than thirty years Professors Cline, who retired in 1952, and Davison had been the mainstays of the Department. Today all the department members are relative newcomers having joined the faculty since World War II. Despite this, the changes in the Department offerings are changes of emphasis rather than drastic changes involving many new courses.

Professors Grant and Reynolds.

The present department is united in believing that the value of the study of history lies in developing a sense of perceptiveness and depth of human understanding, the particular rewards of a liberal arts education. In history this can be accomplished by striving for two objectives: acquainting the student with a variety of events in mans' past *and* developing in the student simultaneously the ability to absorb evidence and arrive at some logical conclusions about the truth and significance of past events.

The first of these objectives, that of acquainting the student with significant events of the past, is the aspect of history most familiar to us all. It needs little justification. Cicero said: "To be ignorant of what happened before you were born is to be ever a child." Santayana meant much the same thing when he said: "He who does not know history is fated to repeat it." History in this sense is the heritage of mankind, the collected past experience of the race. As such it is, of course, invaluable. If man's knowledge is acquired by experience there can be no development without history, because history enables us to use the experience of others as our own.

This experience, however, runs the gamut from the simple to the incredibly complex. When the two-year-old toddles too close to the open fire parents are faced with a problem (fortunately usually solved without conscious meditation). Is it better to let the child find out about fire by personal experience or to administer a short lesson in history to convey to the child some understanding of what can happen. On the other hand when one attempts to make similar use of the past in order to acquire experience which may help in meeting the complicated problems of modern life, when one seeks to know merely what happened in the tumbling sea of events which brought about the rise and fall of nations, when one would learn the nature of forces which have made a particular culture what it is, then one faces the vast complexities which confront both the historian and the layman when they seek to make use of their heritage of human experience.

While a study of history attempts to unlock this vast accumulation of human experience through the direct process of examining past significant events and attempting to determine how these events must have seemed to people then living, it is not by any means the only discipline which seeks this type of knowledge. The humanities are so closely allied with some aspects of history as to be almost indistinguishable from history. The student studying Shakespeare gains not only a knowledge of an art form but an understanding of human behavior, the validity of which is not necessarily weakened by a background of artistically contrived supposition. And, too, the historian must call on art as well as method in the presentation of his material. The connection between history and the social sciences, Sociology, Anthropology, Economics and Political Science is, if anything, even closer. These disiplines must use history as the raw material for making their

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The Author is Chairman of the Department of History. A graduate of Williams College in the class of 1942, he returned in 1946 from overseas duty with the Army to graduate school in History at Columbia University. In 1948 he spent a year in Washington, D.C. gathering material for his doctoral thesis on the interplay between private charity and government welfare beginning with the depression years. He came to Middlebury in 1949. He is a member of the Faculty Council, Faculty representative to the Alumni Council and Advisor to *The Campus*.

BOOKS TO READ

Edited by Margaret L. Fayer, Librarian

FOLLOWING the retirement of Dr. Viola C. White last February, the curatorship of the Abernethy Library was assumed by Dr. Mary Noel. A graduate of Columbia and Radcliffe, Dr. Noel is admirably qualified for this position, because of her broad background in both American history and literature, and her concentration for the Ph.D. thesis in the field of American publishing. This thesis, published by Macmillan in 1954 under the title *Villains Galore . . . The Heyday of the Popular Story Weekly*, was favorably reviewed throughout the country.

The Librarian is, therefore, very pleased to have Dr. Noel review here the latest book of **W. Storrs Lee, '28** and tell something of the recent acquisitions of the Abernethy Library.

▶ *The Yankees of Connecticut*, by W. Storrs Lee. Illustrations by Ralph Lee. New York, Henry Holt and Company, 1957. 301 p.

As a Yankee himself, Storrs Lee has a privilege denied to outsiders—he can laugh at his fellow Yankees. Others approach the Yankee character with envy or fear or reverence, or with a mixture of all three; but Mr. Lee simply knocks out the stuffing, kicks it around a bit with boyish glee, and gives the solid framework his fond admiration. At the same time he avoids manufacturing a single, artificial "type." In this book are hundreds of people, all different, engaged in hundreds of occupations and amusements. We are told the fundamental purposes of those who gave to the world the first example of a written constitution. We are also told about the peddler who gave "the ironclad pledge" that he would return in two weeks to replace any clock of his that was not running. He always kept one clock unsold at the end of his route, returned with this to the place where he had last sold a clock, then took the picked-up clock to the next place, and so on back along the line.

An amusing sidelight is thrown upon the colonial churchgoer's capacity to endure the minister who, however sincere his personal piety, had a long-standing habit of addressing the congregation in prayer. It is well known that the minister's lengthy sermons were often an adequate substitute for the modern political newspaper of violent partiality. But it is not so well known that the prayer was a substitute for the gossip column of the modern newspaper—mentioning by name, or by all too clearly recognizable description, not only the ailing and the troubled, but the sinful, and appealing to the Almighty for a specified remedy.

The book traces the hard struggle of the Connecticut farmer with the stony soil and with his own obstinacy in the face of new-fangled improvements suggested by government agents and other interfering people. Then it turns to the happier subject of the Yankee ingenuity and adaptability in handicraft and invention. Here the obstinacy of others had to be faced; and Connecticut Yankees like Elias Howe, inventor of the sewing machine, and Charles Goodyear, the vulcanizer of rubber, struggled for a lifetime to get their inventions upon the market. More immediately and glamorously successful were the great mariners and traders who sent their whalers and clipper ships out of New London to China and Madagascar, to the Arctic, the Sea of Kamchatka, and the islands of the south Pacific.

One of the most dramatic chapters deals with the "highway strategists" of Connecticut. The first of these were the various groups of town fathers who proudly claimed that a certain Indian trail was the "Great Road" of Connecticut, while at the same time they refused to appropriate taxes to clear stumps and boulders from their own sections of the road. Later, after a disastrous experiment with toll roads built by private companies, the Yankees of Connecticut finally reconciled themselves to a state commission and proceeded to build one of the most magnificent highway systems in the country. Again, in the matter of conservation, the Yankees made an about-face from earlier times when whole forests had been destroyed for potash or firewood, or the underbrush had been burned just to improve the view. With pride the author traces the development of Connecticut's state forests and parks; and with equal pride he tells of the rise of the great manufacturing cities.

Through all the Yankees of Connecticut, writes Storrs Lee, "was a strain of respect for expediency: whether their affairs were of the pulpit or of the purse, the conviction persisted that attainment of a glorious end could justify the employment of an opportune means." Here we have the generalization applied to the affairs of a book. Tricked out as sheer amusement are solid facts and thoughtful conclusions—making clear history, written with the artist's touch.

ABERNETHY LIBRARY ACQUISTIONS

We have been fortunate in picking up some of the rare Faulkner items in beautiful condition. One of these, his early *Sound and Fury*, issued in decorated boards, a most perishable binding, is a much-treasured item among modern book collectors. Another Faulkner work, *As I Lay Dying*, has a first issue recognized by a misprint. We have the misprint! We acquired some thirteen O'Neills, including his *Thirst and Other One Act Plays*. These were the author's first published plays, with a first printing of only 1,000 copies. O'Neil refused to give permission for the reprinting of these plays in any collected form, and they are now quite rare. Other authors whose first printings we have bought quite extensively are Robinson Jeffers, James Gould Cozzens, and Wallace Stevens. Our rarest and most expensive single acquisition for the year has been, quite appropriately, the revolutionary *Sister Carrie*. Behind the peculiar rarity of this book lies a story. Page, of Doubleday Page and Company, during the absence in Europe of his partner, gave Dreiser a publishing contract for the novel. Then the Doubledays returned and Mrs. Doubleday got a look at the proofs! She was horrified that *Sister Carrie*, with Carrie so far from properly punished by Victorian standards, should be presented to the world under the Doubleday imprint. The upshot was that the company stuck to the letter of its contract to publish, but only 1,000 copies were issued, and no efforts whatever were made to promote the book.

Spirit is self-contained existence. Now this is freedom exactly. **Professors Tillinghast and Reynolds and the Senior Seminar.**

one-year courses in history. Three of these are: a basic European history course, a basic American course, and the Senior Seminar on the philosophy of history. The other two courses depend on what field within the department the student wishes to concentrate in. Besides this all history majors take two cognate courses in Political Science, Economics or Geography. In addition the Department runs an honors program for well qualified students. In this program the student chooses a research topic his Junior Year and under the guidance of some member of the Department writes a monograph incorporating original research. Only after completing the paper and passing an oral examination on it is he awarded honors in history. Though the numbers of candidates for honors have been small in the past few years since the inception of this program, the results in terms of scholarly work have been excellent and the Department hopes to increase the number of students eligible and willing to take the program.

The major sequence culminates in the seminar in Philosophy of History which is required of all seniors in the Department. Here, instead of reviewing directly the diverse materials of the history courses which students have had during their first three years, students study history itself. History is first examined critically as a philosopher might examine it, then the important generalized systems, sometimes called speculative philosophies of history, are studied, beginning with the Greeks and coming down through St. Augustine, Machiavelli, Hegel, Marx, Spengler and many others to Toynbee. While the course was instituted as an experiment to climax the major sequence, the success which it seems to have had in developing in students the ability to deal with abstractions, as well as in requiring them to use and review the things they have studied in other courses, has given it a permanent place in the department's curriculum. Completion of the course with its final examination satisfies the College's General Examination requirement.

In order to support this major sequence, and also to serve students majoring in other fields who want a course or two in history, the Department offers a variety of courses. For presentation these can be divided into three groups: European, American and others. In European history, the department offers the basic survey course taught by Professor Grant, an advanced modern European history course taught by Mr. Hetter, English history taught by Professor Tillinghast, two one semester seminars on The Middle Ages and The Renaissance and Reformation and a year course on the Intellectual History of Europe all taught by Professor Tillinghast. In the American group the basic survey course, a one semester Colonial History seminar and a course in American Thought and Culture are taught by the writer, while Professor Grant gives a new advanced course in recent American History. The other courses in the Department include an ancient history course, given by Professor Harris, a one semester course in Historical Method given by the writer, a new Far Eastern two semester course given by Mr. Hetter and the Senior Seminar which Professor Tillinghast and the author conduct jointly. [*Continued on page* 38]

1922

Class Secretaries: **Leighton T. Wade,** Exchange Bank Bldg., Olean, N. Y. **Julia Sullivan,** 737 Cooke St., Waterbury, Conn. *Alumni Fund Chairmen:* **Albert F. Gollnick,** 1570 Oak Ave., Evanston, Ill. **Lila Winchester Doe,** 65 Maple St., Franklin, Mass.

1923

Class Secretaries: **Dr. Allen D. Bliss,** 100 Devonshire Rd., Waban 68, Mass. **Mae Thorpe Walsh,** Brandon, Vt. *Alumni Fund Chairmen:* **Dr. Allen D. Bliss. Barbara Browning Hunter,** 180 Eton Rd., Longmeadow, Mass.

1924

Class Secretaries: **Harvey W. Coates,** 41 Parcot Ave., New Rochelle, N. Y. **Geraldine Wimmett Burns,** Box 478, Middlebury, Vt. *Alumni Fund Chairmen:* **Paris Fletcher,** 11 Monmouth Rd., Worcester, Mass. **Helen Lingham Kimball,** 189 Durfee St., Southbridge, Mass.

Margaret Harriman Seely (Mrs. George) and her husband who have been in Venezuela for several years have returned to this country and are living on Milton Rd. in Litchfield, Conn.

1925

Class Secretaries: **Michael G. Carboy,** 436 Claremont Ave., Teaneck, N. J. **Dorothy Tillapaugh Headley,** 47 Roosevelt Blvd., Florham Park, N. J. *Alumni Fund Chairmen:* **Kenneth W. Anderson,** Sag Harbor, N. Y. **Helen Sheldon Durkee,** 36 Fernwood Ave., Lynn, Mass.

1926

Class Secretaries: **Harry J. Frank,** 39 Neptune Ave., W. Springfield, Mass. **Helen Woodworth Gwin,** 72 Frederick Lane, Glendale 22, Mo. *Alumni Fund Chairmen:* **Calvin Farnsworth,** Prescott St., Sterling Junction, Mass. **Ada Winchester Chromec,** 47 Poplar St., Springfield, Vt.

1927

Class Secretaries: **Willard Whitney,** 69 Stowe Ave., Baldwin, N. Y. **Madolyn Derrick Heald,** 39 Washburn Ave., Greenfield, Mass. *Alumni Fund Chairmen:* **Foster R. Clement,** 382 Bedford Rd., Chappaqua, N. Y. **Pauline Cross Whitney,** 76 Monadnock Rd., Worcester, Mass.

1928

Class Secretaries: **Frederick O. Whittemore,** Dorset Inn, Dorset, Vt. **Dorothy Abel,** 114 Davis Ave., Brookline 46, Mass. *Alumni Fund Chairmen:* **N. J. Blanchette,** 16 Fairmead, Dobbs Ferry, N. Y. **Zella Cole Hibbert,** Kelly's Green, New Canaan, Conn.

Napolean Blanchette has been appointed eastern sales manager, special sales division, of Oneida Ltd., silver smiths. **Frederick Whittemore** who owns and manages the Dorset Inn, has been elected president of the Vermont Hotel Association.

1929

Class Secretaries: **Richard A. Lobban,** Woodside Dr., Milbrook, Greenwich, Conn. **Margaret Harworth Shuttleworth,** 545 Sunset Dr., No., Minneapolis 27, Minn. *Alumni Fund Chairmen:* **J. Malcolm Williams,** 3 Main St., Poultney, Vt. **Doris Collins Wedemann,** 314 Hamilton Rd., Ridgewood, N. J.

Robert Fuller is program director, salesman, and announcer for station KSIL in Silver City, N. M.; he is living at 910 Grant St. in Silver City. **Eloise White Salmon** (Mrs. Philip H.) is an educational consultant for Houghton Mifflin Company, publishers, in Chicago, Ill. and is living at 954 No. Highland Ave., Glen Ellyn, Ill. **Gilbert Smith** is district representative for Fleet of America Sales Corporation of Buffalo, N. Y.; he is living at 65 Oak Ridge Dr. in Stratford, Conn.

1930

Class Secretaries: **Frank Chromec,** 47 Poplar St., Springfield, Vt. **Emily Miller MacDonald,** 1073 Main St., So. Glastonbury, Conn. *Alumni Fund Chairmen:* **Robert Herrick,** 56 So. 43rd St., Harrisburg, Pa. **Carolyn L. Allen,** 27 Kendall Ave., Rutland, Vt.

1931

Class Secretaries: **W. Kenneth Cox,** Port Leyden, N. Y. **Ruth Barnard,** 417 W. Embargo St., Rome, N. Y. *Alumni Fund Chairmen:* **Samuel Abbott,** 11 Broadway, Plymouth, N. H. **Linnea Wall Parker,** 36 Meadowbrook Rd., W. Hartford, Conn.

William Hawley is president and treasurer of Lakeland Motor Imports, Inc., of Laconia, N. H.; address: Box 55, Route 2, Meredith, N. H.

1932

Class Secretaries: **William E. Horr,** 775 Fairacres Ave., Westfield, N. J. **Evelyn Benjamin Megathlin,** 115 Beechwood St., Cohasset, Mass. *Alumni Fund Chairmen:* **William E. Dorn,** Upper Terrace St., Montpelier, Vt. **Eleanor Benjamin Clemens,** 36 Mill Lane, Hingham, Mass.

Helen Vorce Thompson (Mrs. Ray) is teaching Latin in The Northfield School for Girls.

1933

Class Secretaries: **H. Alan Painter,** Long Valley, N. J. **Doris Barnard Dolt,** R. F. D., Wallingford, Vt. *Alumni Fund Chairmen:* **Anthony G. L. Brackett,** 180 Summer St., Weston, Mass. **Elaine Updyke,** 4357 Central Dr., Stone Mountain, Ga.

1934

Class Secretaries: **G. Randolph Erskine,** 348 So. Main St., Wallingford, Conn. **Priscilla Hall Howes,** Ashfield, Mass. *Alumni Fund Chairmen:* **Ralph H. Dumas,** 178 Webster Rd., Scarsdale, N. Y. **Winifred Bland,** 61 Sunderland Ave., Rutherford, N. J.

Dr. Edward Stefaniak has resigned as principal of Stowe (Vt.) High School to take a position on the teaching staff of Johnson State Teachers College in Johnson, Vt. **Margaret Coley Rawson** (Mrs. Frederick) received a Master of Science degree in Library Science from Simmons College in June. **Lovina Foote Goodale** is doing post graduate work in Library Science at the University of Southern California this year; she is living at 4542 Paulhan Ave., Los Angeles 41, Calif.

1935

Class Secretaries: **Arnold LaForce,** Kennedy Rd., Mendham, N. J. **Natalie Dunsmoor,** 232 Bunker Hill Ave., Waterbury, Conn. *Alumni Fund Chairmen:* **Burton C. Holmes,** 251 No. Cossingham Rd., Bexley 9, O. **Faith Arnold Diver,** 28 Stratton Ave., Middletown, N. Y.

Jean Wiley Zwickel (Mrs. Abraham) is now teaching in a newly formed private school, "Gateway School"; Jean is living at 209 No. Date in Escondido, Calif. **Raymond Coe** is vice president of the Richardson Luggage Company in Schenectady, N. Y. and is living at 1165 Ardsley Rd. in Schenectady.

1936

Class Secretaries: **Earl M. Gove, Jr.,** R. F. D. 1, Bristol, Vt. **Auretta Hanson Herrington,** 9 Orchard Dr., Ossining, N. Y. *Alumni Fund Chairmen:* **William H. Finigan,** The National Cash Register Co., Dayton, O. **Barbara Wishart Erickson,** 108 Palisado Ave., Windsor, Conn.

Charles Startup district sales manager for American Airlines in San Francisco, Calif., has been promoted to assistant vice-president in customer service; he is living at 100 Park Ave. in New York City. **Louise Hubbard McCoy's** husband, Byron, has been elected vice-president of Vermont Electric Power Company, Inc.; his duties will consist of construction, maintenance, and transmission of St. Lawrence power throughout the state; the McCoys are now living on No. Grove St. in Rutland, Vt.

1937

Class Secretaries: **Edwin Vassar,** 18 Stanton Ave., Huntington, Mass. **Jean Porter Vassar,** 18 Stanton Ave., Huntington, Mass. *Alumni Fund Chairmen:* **John F. Darrow,** 33 High Way, Lawrence Farms, So., Chappaqua, N. Y. **Doris Heald Kendall,** 40 Meadow Ct., Fairfield, Conn.

Capt. Henry Spinney is now stationed at Griffiss Air Force Base in Rome, N. Y. **Ralph Pickard** is vice-president of personnel for the Boston and Maine Railroad; he is living at 145 Pinckney St., Apt. 529, Boston 14, Mass.

following the LIVES of Middlebury men and women

1890

Class Secretary and Alumni Fund Chairman: **Dr. Lucretius Ross,** 507 Main St., Bennington, Vt.

1892

Class Secretary: **Dr. Bernis D. Colby,** Sudbury, Vt.

1894

Class Secretary: **Dr. Stanton S. Eddy, Sr.,** 93 Main St., Middlebury, Vt.

1895

Class Secretary: **Charles A. Adams,** 39 Seminary St., Middlebury, Vt.

1896

Alumni Fund Chairman: **William T. Barnard,** 34 Mettowee St., Granville, N. Y.

1897

Alumni Fund Chairman: **William T. Barnard.**

1898

Alumni Fund Chairman: **William T. Barnard.**

1899

Class Secretaries: **Frank W. Cady,** 5320 W. Genesee Tnpk., Camillus, N. Y. **Sarah Scoles Lobban,** 269 School St., Webster, Mass. *Alumni Fund Chairman:* **William T. Barnard.**

1900

Class Secretaries: **William T. Barnard. Belle E. Wright,** 262 So. Prospect St., Burlington, Vt. *Alumni Fund Chairmen:* **William T. Barnard. Rena Bisbee Hadley,** 154 So. Main St., Florence, Mass.

1901

Class Secretary: **Rena E. Avery,** Marlton, N. J.

1902

Class Secretaries and Alumni Fund Chairmen: **Dr. Hermon E. Hasseltine,** 5 W. Hazel Ave., Orlando, Fla. **Bertha R. Collins,** Vergennes, Vt.

1903

Class Secretaries and Alumni Fund Chairmen: **Duane L. Robinson,** 15 Weybridge St., Middlebury, Vt. **Caroline Burditt Parker,** R. F. D. 1, 57 South St., Middlebury, Vt.

1904

Class Secretaries: **Edmund T. Duffield,** Port Henry, N. Y. **Alice Brainerd Nelson,** 39 Seminary St., Middlebury, Vt. *Alumni Fund Chairman:* **Edmund T. Duffield.**

1905

Class Secretaries: **Samuel L. Abbott, Sr.,** Box 61, Bethel, Vt. **Alice Potter Elliott,** 76 Summer St., Claremont, N. H. *Alumni Fund Chairman:* **Adolphus Pilger,** Box 36, Route 2, Palmetto, Fla.

1906

Class Secretary: **Inez Stevens Abbott,** Box 61, Bethel, Vt. *Alumni Fund Chairmen:* **Justin M. Ricker,** 415 Golden Hill St., Bridgeport, Conn. **Anne Smith,** Coventry Rd., Worcester, Mass.

1907

Class Secretaries: **Earl M. Gove,** Bristol, Vt. **Verna Child Hawkins,** 20 Temple St., Boston, Mass. *Alumni Fund Chairman:* **Minnie Burditt Cadwell,** Pittsford, Vt.

Dr. Joseph McCormack is spending the winter with his son at 2025 Ixora Rd., No. Miami, Fla.

1908

Class Secretaries: **Samuel B. Pettengill,** Robin Lawn, Grafton, Vt. **Jessie Smith,** 15 Park St., Manchester, Conn. *Alumni Fund Chairmen:* **Samuel B. Pettengill. Mary Kendall Gove,** Bristol, Vt.

1909

Class Secretaries and Alumni Fund Chairmen: **Ivan D. Hagar,** Box 30, Middlebury, Vt. **Inez C. Cook,** 29 Seminary St., Middlebury, Vt.

1910

Class Secretaries: **E. Bruce Hallett,** 2 Hickory Dr., Maplewood, N. J. **Gwendolyn Morris Barnes,** Proctor, Vt. *Alumni Fund Chairmen:* **Harold D. Leach, Goldia Monroe Leach,** Pawlet, Vt.

1911

Class Secretaries: **J. Lucius Buttolph, Mabel Martin Buttolph,** R. D. Whiting, Vt. *Alumni Fund Chairmen:* **Stephen A. Doody,** P. O. Box 513, Claremont, N. H. **Mabel Martin Buttolph.**

1912

Class Secretaries and Alumni Fund Chairmen: **Hugh O. Thayer,** 625 No. Chester Rd., Swarthmore, Pa. **Margaret Croft,** 7 Mountain Park Ave., Waterbury 8, Conn.

1913

Class Secretaries: **William F. Pollard,** 38 Oakland Ave., Needham 92, Mass. **Wilma Corey Bardwell,** 65 Main St., Hatfield, Mass. *Alumni Fund Chairmen:* **Moses G. Hubbard, Phyllis Hopkins Hubbard,** 16 Jordan Rd., New Hartford, N. Y.

1914

Class Secretaries: **Homer Denison,** 162-01 Powell Cove Blvd., Beechhurst, N. Y. **Helen Haugh,** 129 Woodland St., Hartford 5, Conn. *Alumni Fund Chairmen:* **Homer Denison. Mary E. Guerin,** 46 Monadnock Rd., Worcester, Mass.

1915

Class Secretaries and Alumni Fund Chairmen: **Dr. Elbert C. Cole,** 2 Chipman Pk., Middlebury, Vt. **Margery Wright Upson,** Box 108, Middlebury, Vt.

1916

Class Secretaries: **Russell E. Hemphill,** 140 W. Broad St., Westerly, R. I. **Harriet Myers Fish,** 11 Hurd Rd., Belmont 78, Mass. *Alumni Fund Chairman:* **Harriet Myers Fish.**

1917

Class Secretaries and Alumni Fund Chairmen: **George W. Grant, Helen Cussons Grant,** 34 East Ave., Woodstown, N. J.

Harold Cook is on leave of absence from New York University this year, after which he will retire from active teaching.

1918

Class Secretaries: **Dr. Charles J. Lyon,** 4 So. Balch St., Hanover, N. H. **Ruth A. Hesselgrave,** 66 Bradley St., Bridgeport 8, Conn. *Alumni Fund Chairmen:* **William Brewster,** 32 Bowen St., Newton Centre, Mass. **Ruth A. Hesselgrave.**

1919

Class Secretaries: **Henry D. Carle,** 30 Appian Way, Keene, N. H. **Louetta Haynes Bickford,** 7 Oak St., Grafton, Mass. *Alumni Fund Chairmen:* **Henry D. Carle. Eleanor Layton Miesse,** 9 Oweno Rd., Mahwah, N. J.

1920

Class Secretaries: **Frederick H. Carpenter,** 5301 No. Delaware St., Indianapolis 5, Ind. **Buena Anderson Breen,** R. R. 2, Windsor, Vt. *Alumni Fund Chairmen:* **Frederick H. Carpenter. Mary E. Bliss,** 634 Washington St., Holliston, Mass.

1921

Class Secretaries: **William M. Meacham,** 17 Jordan St., Lexington, Va. **Ruth Ashworth Wright,** R. F. D. 2, Middlebury, Vt. *Alumni Fund Chairmen:* **Linwood B. Law,** 529 Norwood Ave., Buffalo, N. Y. **Carletta Ottman Haugh,** 25 Le May St., W. Hartford, Conn.

United States exhibit for the Brussels Universal and International Exhibition which will open in April. **Robert Trimmer** is teaching in the elementary school in No. Babylon, L. I., N. Y. **Elizabeth Chappell Klischer** (Mrs. Carl) and her husband have bought a home at 146 Holmes St. in Stratford, Conn.; they spent last summer at Bear Rock Lodge, the Bridgeport Y. M. C. A. Adult Camp in the Berkshires, where Carl was director and Elizabeth the hostess.

1950

Class Secretaries: **Corwin S. Elwell,** 22 Pleasant St., Essex Junction, Vt. **Sally Peek Glowa,** R. F. D. 1, Box 3, No. Springfield, Vt. *Alumni Fund Chairmen:* **George R. Dunning,** Barnleigh, Reading, Vt. **Sylvia Ellsworth Lamere,** Waterbury Center, Vt.

Linwood Meacham is vice-president and director of agencies for The Capitol Life Insurance Company in Denver, Colo.; he and his wife, **Ann Mudge, '51,** are living at 1231 Hudson St. in Denver. **Gordon Cook** is assistant manager of a super market for the Penn Fruit Company in Norristown, Pa.; he and his wife, **Jeanne Thompson,** are living on Blythewood Rd., R. D. 1, Doylestown, Pa. **Philip Turnbull** has been transferred to Dallas, Tex., as district manager of The American Express Company there; he and his wife, **Sue Cook, '48,** have bought a home at 6942 Meadowlake Ave. in Dallas. The **Rev. Donald Baker** was ordained last June and is now pastor of the Centre St. Baptist Church in Jamaica Plain, Mass.

1951

Class Secretaries and Alumni Fund Chairmen: **James D. Ross,** R. F. D. 1, Middlebury, Vt. **Marilyn Murphy McInerney,** 19 Mayflower Rd., Manchester, N. H.

John Mooney is manager of the sales training program for General Electric Appliances Company in Allentown, Pa.; he is living at Jordan Park Apts., Apt. 307-A, Fullerton, Pa. **Paul Andrews** has been promoted to administrative assistant in charge of research and planning in the personnel department of the Vermont Development Commission. **James Donnelly,** his wife, **Christa von Rumohr, '54,** and two sons, Eric and Mark, moved to Puerto Rico last January where James is distributor for the Union Carbide International Company; address: Doruko, Inc., 408 San Jorge St., Santurce, Puerto Rico. **Dr. Richard Perry** has completed his tour of duty with the Navy and has become associated with Dr. Erwin M. Adams in Keene, N. H. in the practice of general dentistry. **Frank Vogt** is teaching English at Worcester (Mass.) Academy. **Capt. David J. Maysilles** is serving as commanding officer of the Marine Detachment aboard the U. S. S. Yorktown, one of the units in the Pacific fleet; David writes that this April will mark his tenth year in the Marine Corps and he has found it to be a highly satisfying career; his wife and three children, David Duncan, three, Catherine, two, and Bruce, one, are living in San Leandro, Calif. **Philip Wallwork** is manager of the W. T. Grant store in Plymouth, Mass. and is living at 20½ Davis St. in Plymouth. **Gretchen Reger Mason** and her husband, Haydn, are living at 16 Victoria Rd., Summertown, Oxford, England; Gretchen is a secretary for Herbert and Gowers and Co., solicitors, while her husband is doing graduate work.

1952

Class Secretaries: **William Trask,** Chipman Heights, Middlebury. **Marcia McIntire Allen,** 548 Lincoln St., Worcester, Mass. *Alumni Fund Chairmen:* **Dr. William Coy,** Presbyterian Hospital, 51 No. 39th St., Philadelphia, Pa. **Phyllis Mortimer Porter,** 15 Elm St., Windsor, Conn.

Richard Attwill is a student at the University of Southern California in Los Angeles and is living at 1716 No. Edgemont St., Los Angeles 27. **Polly Norton** is assistant art editor for the Western Printing and Lithographing Company in New York City; she is living at 241 E. 49th St. **John Roy** is an associate member of the law firm of Bertine and Hufnagle in Bronxville, N. Y. **Audrey Frank Vorperian** (Mrs. Zaven) is church secretary at the Second Congregational Church in Holyoke, Mass. and is living at 61 Edward Dr. in Holyoke. **William Stotz** is with the Garrett Insurance Agency in Louisville, Ky. and living at 2318 Village Dr. in Louisville.

1953

Class Secretaries: **Mr. John W. M. Clark,** 8700 Burning Tree Rd., Bethesda 14, Md. **Nana Dean Kennedy,** R. R. 2, Owensboro, Ky. *Alumni Fund Chairmen:* **Edward Hickcox, Jr.,** 17 Westview Ave., W. Hartford, Conn. **Peggy Koster Hersperger,** 355 Clinton Ave., Brooklyn, N. Y.

Carroll Fleming is a student at Harvard Graduate School of Business; he and his wife, **Jean Hosford, '52,** are living at 78 Duff St. in Watertown, Mass. **Charles Jennings** is a salesman with the Lite Control Corporation of Watertown, Mass.; he and his wife, **Sue Valentine,** are living on Lincoln Rd., So. Lincoln, Mass. **William Cahill** is an attorney in the legal department of the Columbian National Life Insurance Company of Boston, Mass.; he and his wife, **Jeanne Parker, '52,** are living at 7 Millbrook Rd., Beverly, Mass. **Gerald Grout** is assistant cashier of the First National Bank of Ripon, Wisc. and is living at 536 Watson St. in Ripon. **Edwin Allen** is a computer systems field engineer for IBM and is living at 29-AA Millers Lane in Kingston, N. Y. **Dr. Robert C. Westcott** is in the U. S. N. R. and is stationed in Beaufort, S. C.; address: 2511 Waverly Way, Beaufort. **Howard Rogers** is a salesman for the American Hospital Supply Corporation of Evanston, Ill. and has northwestern Pennsylvania as his territory; he and his wife, **Carrol Anderson, '56,** are living at 210 Metoxet St., Ridgway, Pa. **Donald Wahl** is writing a thesis in Economics at Harvard University and living at 1673 Cambridge St. in Cambridge, Mass. **Gardner Tilton** has accepted a position with the United Life Insurance Company in Concord, N. H. **James Havens** is an ensign in the Navy attached to the Naval Activities in London as an aerologist; he is also continuing work for his M. S. degree at Bedford College, University of London. **Dorothy Gill Bramley** (Mrs. Edward) is working in the Personnel Administration of the General Foods Corporation in White Plains, N. Y. **Caroline Schindler Strout** (Mrs. Alan) received her Master's degree in social work from Smith College in August 1956 and is now doing social work in the Psychiatry Clinic of the Massachusetts General Hospital while her husband is doing economic research at Harvard University. **Janet Nutt Lembke** (Mrs. Hans) is working in the Cleveland Museum of Natural History. **Ralph Gundersen** is majoring in mechanical engineering at the University of Colorado; he is living at 2470 So. York in Denver. **Richard Allen** has accepted a job as sales coordinator for the electronic division of Hamilton Standard. **Richard Fenton** is shift manager in the consumer representative department of the Scott Paper Company in Hoboken, N. J.; he is living at 368 Middlesex Ave., Metuchen, N. J. **Malcolm Donaldson** has received his Master's degree in Chemistry from Princeton University.

1938

Class Secretaries: **Allison S. Beebe,** 151 Highland St., Holden, Mass. **Monica Stevens,** 119 So. Main St., Middlebury, Vt. *Alumni Fund Chairmen:* **Raeburn Stiles,** 3911 Trimble Rd., Nashville 12, Tenn. **Jane Abbott Barry,** 33 Proctor St., Keene, N. H.

Major William M. Moreau is a base supply officer at Dreux Air Base in France; address: Hq. 60th Troop Carrier Wing, A. P. O. 84, c/o P. M., New York, N. Y. **Bruce St. John** who has been curator of the pre-Raphaelite collection and assistant director of the Delaware Art Center for the past two years, was appointed director of the center in October.

1939

Class Secretaries: **Joseph M. Trask, Jr., Margaret Ray Trask,** E. Nassau, N. Y. *Alumni Fund Chairmen:* **Robert V. Cushman,** 16 Edwards Rd., Portland, Conn. **Jeanette Olson Gould,** 58 Apple Tree Dr., Stamford, Conn.

Lloyd Tribble is minister to youth at the St. Anthony Park Congregational Church in St. Paul, Minn. and is living at 2190 Doswell Ave. in St. Paul.

1940

Class Secretaries: **Robert F. Pickard,** 59 Rector St., E. Greenwich, R. I. **Kathleen L. Brokaw,** 18 W. 8th St., Apt. 3-A, New York, N. Y. *Alumni Fund Chairmen:* **Loring W. Pratt,** 15 Western Ave., Fairfield, Me. **Betsy Barber Barney,** 209 Union St., Mamaroneck, N. Y.

1941

Class Secretaries: **H. Robert Van Gaasbeck,** 76 Oakwood Dr., Longmeadow, Mass. **Caroline Butts Dodge,** Arlington St., Newburyport, Mass. *Alumni Fund Chairmen:* **William Ferguson,** 12 Myrtle St., Milford, N. H. **Lois Dale Stewart,** 2917 Argyle Dr., Alexandria, Va.

1942

Class Secretaries: **Charles D. Morse,** Waterville Rd., Farmington, Conn. **Barbara York Linscott,** 485 Mammoth Rd., Manchester, N. H. *Alumni Fund Chairmen:* **Philip Rifenberg,** 122 Cooper St., Glens Falls, N. Y. **Elinor Dickie Rankin,** 372 Rutledge Ave., E. Orange, N. J.

1943

Class Secretaries: **Russell P. Dale,** 169 Maple Rd., Longmeadow, Mass. **Carol Hartman Smith,** Chipman Heights, Middlebury, Vt. *Alumni Fund Chairmen:* **Kenneth Aldrich,** 17 Marble St., Brandon, Vt. **Margaret Dounce Dale,** 168 Maple Rd., Longmeadow, Mass.

Kedric Thayer is now assistant director of advertising and sales promotion for the State Mutual Life Assurance Company of America in Worcester, Mass. **Mary Barclay Howarth** (Mrs. Wilfred) is a member of a unit in village development in India under the auspices of the American Friends Service Committee; her address is: A. F. S. C., P. O. Barpoli, Dist. Sambalpur, Orissa, India.

1944

Class Secretaries: **Sanford P. Young,** 2024 Pembroke Rd., Greensboro, N. C. **Marjorie Jolivette Manning,** Race Brook Rd., Woodbridge, Conn. *Alumni Fund Chairmen:* **W. Thomas Rooney,** P. O. Box 302, Newport, Vt. **Catherine Perrins Robertson,** 4118 Fountain Green, Lafayette Hill, Pa.

Major Warren Smith is stationed at Offutt Air Force Base and is living at 1014 Hopkins Dr. in Bellevue, Neb. **Anne Bowns Sayre** (Mrs. David) has had a book, "Never Call Retreat", a juvenile novel, published by Thomas Y. Crowell this year; Anne is living at 16 Sidney Pl., Brooklyn 1, N. Y. **Neil Atkins** became curriculum coordinator and director of adult education for the Levittown, L. I., N. Y. school system in October; he and his wife, **Marylu Graham,** are living at 23 Suydam Dr., Huntington Station, N. Y.

1945

Class Secretaries: **Dr. Elam Hitchner, Ann Robinson Hitchner,** 710 Lippincott Ave., Moorestown, N. J. *Alumni Fund Chairmen:* **Robin Willits,** 176 Benvenue St., Wellesley, Mass. **Barbara Blair Furlow,** 3831 Rodman St., N. W., Washington, D. C.

Dr. William Montgomery is assistant to the chief of the Massachusetts Eye and Ear Infirmary and a clinical instructor at Harvard Medical School; address: 339 Central Ave., Needham Heights, Mass. **Will Bangs** is now with the law firm of Choate, Hall, and Stewart, in Boston and is living at 117-7 Middlesex Rd., Waltham 54, Mass.

1946

Class Secretaries: **William R. Niederauer,** 19 Mowbray Pl., Bayshore, N. Y. **Elizabeth Hurd Wyant,** 126 W. Semple Rd., Williamsburg, Va. *Alumni Fund Chairmen:* **Theodore E. Guglin,** 439 Wegman Rd., Rochester, N. Y. **Katherine M. Craven,** 11 Fenno Rd., Newton Centre 59, Mass.

1947

Class Secretaries: **Ray Sacher,** 21180 Detroit Rd., Rocky River 16, O. **Muriel Mack Lamppert,** 5293 Big Creek Pkwy., Apt. 9, Parma 29, O. *Alumni Fund Chairmen:* **Carolyn Leach DeWitt,** 8 E. 96th St., New York 28, N. Y.

Richard McKenzie formerly supervisor at Boston, has been appointed manager of the newly established agency of the Union Central Life Insurance Company in San Diego, Calif.; address: 846 Joanne Way, El Cajon, Calif. **Joyce Walsh Heath** (Mrs. Benjamin) is now living in Canaan, Vt.; her husband has left the teaching profession and is working for the U. S. Treasury Department as a customs inspector on the Canadian border.

1948

Class Secretaries: **Frank S. Williamson, Jr.,** 7 No. Park St., Hanover, N. H. **Barbara Harvan Mack,** 2293 Hill Rd., Westfield, N. J. *Alumni Fund Chairmen:* **Seabury T. Short, Jr.,** 137 Atlantic Ave., Marblehead, Mass. **Elizabeth Reid Buzby,** 23 Lynn Rd., Port Washington, N. Y.

Dr. Daniel Gilbert is at Amherst College this year as Visiting Assistant Professor of American Studies under a one-year grant from the Carnegie Foundation; he and his wife, **Joan Tyler,** are living at 205 So. Pleasant St. in Amherst, Mass. **Anne Grimshaw Kempers** (Mrs. John) is teaching French and English in the Jamesville-DeWitt Central School; her address is: Box 62, Jamesville, N. Y. **Jean Burkholder** is employed by the Tuberculosis Society of Lancaster County, Pa., as health education assistant; Jean attended an orientation course in the "Principles of Public Health Education", at Temple University; her work will consist of helping to plan and conduct a health education program in the Lancaster County area, working with community groups and in high incidence areas in extending information on tuberculosis through community organization, speaking engagements, and use of educational material; she will also share responsibility with other staff members for the total program, including case-finding, health education, and public relations. **Francis Nash** who teaches English at Albany (N. Y.) Academy has been appointed to the staff of Russell Sage College Evening Division. **Dr. Joseph C. Fitzgerald** is an instructor at the University of Maryland School of Medicine; he is living at 204 Garden Ridge Rd., Baltimore 29, Md. **Addison Merrick** is studying for a Ph. D. degree in English at Harvard University and is living at 2 Greenough Ave., Cambridge 39, Mass.

1949

Class Secretaries: **Gordon C. Perine,** 123 So. Main St., Middlebury, Vt., **Ellen Taussig,** 1196 Broadway, San Francisco 9, Calif. *Alumni Fund Chairmen:* **Henry Caswell,** 292 So. Prospect St., Burlington, Vt. **Eleanor M. Blanc,** Chatsworth Gardens, Larchmont, N. Y.

Ernest Hunter is teaching principal in the Marlborough (Mass.) Central School. **Dixon Hemphill** is cross country coach at Worcester (Mass.) Academy. **Betty Mae Dean** is teaching in the Rutland School in Holden, Mass. **Alice Hardie** is with the Brussels Exhibit project, working first in New York City and then in Brussels, Belgium on the

1957

Class Secretaries: **Merrill J. Mack,** 138 E. Pleasant St., Amherst, Mass. **Barbara Wilson Woolman,** 106-A Lorena Ave., Ellinor Village, Pensacola, Fla. *Alumni Fund Chairmen:* **Peter Howell,** 231 W. 11th St., New York, N. Y. **Susan K. Lehman,** 26301 Hendon Rd., Beachwood Village, Cleveland 24, O.

Elizabeth Mooney is a student in the Bender Laboratory for Medical Technology in Albany, N. Y. **Elizabeth Brigham** is attending the Latin American Institute in New York City. **Joan Evans** is a secretary-assistant in the office of the President at Simmons College in Boston, Mass. **Nancy Jackson** is a secretary in the Music School of New York University and is living at 350 W. 55th St., New York 19, N. Y. **Patricia Langley** is an executive trainee at Filene's in Boston and is living at 451 Park Dr. in Boston. **Nancy Brown** is an assistant in the office of the Dean at Simmons College. **Mabel Hoyt** has a job with Stouffer Restaurants as a trainee for a job as supervisor within one of their restaurants. **Richard Booth** is in the sales department of Bomac Laboratories, Inc. in Beverly, Mass. **Alice Armstrong** is a secretary for the United States Government and is living at 2936 Macomb St., N. W., Washington, D. C. **Barbara Davey Merwin** (Mrs. James) is an assistant teacher in the first grade of The Park School in Buffalo, N. Y. **Conrad Wettergreen** is studying Russian at the Army Language School; address: Co. B, 3rd Bn., Presidio of Monterey, Calif. **Samuel Boynton** is secretary at the Boynton and Boynton Insurance Agency in Little Silver, N. J. and is living at 5 Alden Terr. in Little Silver. **Sandra Farrell** is a recreation director with the Y. W. C. A. in Lowell, Mass. address: c/o Mrs. B. J. Mahoney, 15 Douglass Rd., Lowell, Mass. **Elaine Ladd** is a secretary at Harvard Graduate School of Education and is living at 451 Park Dr., Apt. 5, Boston 15, Mass. **Adrienne Jackson** who received her degree from Smith College in June is teaching French at the Katherine Delmar Burke School in San Francisco, Calif. and living at 409 Lombard St. in San Francisco. **Norris Peirce** is an insurance agent with the Vincent Kiernan Insurance Agency in So. Weymouth, Mass.

Judith Townsend Kendall (Mrs. George H., Jr.) is a secretary and assistant to the employment manager of Kenyon and Eckhardt, Inc., advertising, in New York City. **Susan Powers** is a laboratory technician at the Rockefeller Institute for Medical Research in New York City; she is living at 317 W. 82nd St., New York 24, N. Y. **Julee Stone** is working for a Master's degree in contemporary literature at Columbia University and is living with **Priscilla Noble** and **Alexandrine Post** at 400 W. 58th St., Apt. 36, New York 19, N. Y. **Robert Clement** is an administrative trainee in accounting with R. R. Donnelley and Sons in Chicago, Ill. and living at 23 E. Division., Chicago. **Robert Dorn** is a student at General Motors Institute in Tarrytown, N. Y. **James Evans** is a student at Jefferson Medical College in Philadelphia, Pa. and is living at the Nu Sigma Nu House, 1106 Spruce St. in Philadelphia. **Richard Jones** who is an analyst with Gallup and Robinson, Inc. of Princeton, N. J., is on leave of absence and is studying at Columbia University. **Helen Pagoulatos Brassington** (Mrs. Richard) is a guide in Spanish, English, and Greek, Department of Public Information, at the United Nations in New York City. **David Tuttle** is a salesman and advertising manager for C. A. Hoitt Company, dealers in furniture, in Manchester, N. H. **Ann Messler** is a psychiatric aide at the Connecticut Child Study and Treatment Home in Hamden, Conn. and is living at 348 Orange St. in New Haven. **Philippe Tavernier** is doing graduate work at the University of Paris and living at 10 Rue de la Tremoille, Paris 8e, France. **David Corkran** is in the Army and is stationed at Ft. Benning, Ga. until March. **Peter Webber** is managing the Village Sport Shop in W. Farmington, Me. **Corliss Knapp** is working in the Placement Office at the Harvard Graduate School of Education and is living at 223 Beacon St. in Boston. **Peter Askew** has returned from a five month stay in Venezuela where he was employed by General Motors de Venezuela, C. A. and is now on active duty with the Army. **Leonard Lewandoski** is studying for his Master's degree at Columbia University under a grant from the Edward Noble Foundation.

Marriages

1922

Robert H. Brokenshire to Miss Phyllis Taylor, Oct. 26.

1927

Michael J. Fleming to Mrs. **Ramona Brown Huguenin,** Oct. 17; address: 119 Cole Ave., Williamstown, Mass.

1930

Hyman Hodes to Mrs. **Barbara Crouch Fales** July 26; address: Riley Switch Rd., Templeton, Mass.

1943

Frederick A. Bosworth to Mrs. Carolyn A. MacBain, Oct. 5.

1949

Robert J. Simpson, Jr. to Miss **Ellen Hight, '51,** Oct. 26.

1950

John W. Rickers to Miss **Joan Sanderson,** July 20.

1951

Paul O. Smith to Miss Roberta Veitch, Oct. 19.

Raymond Balch to Mrs. **Lois White Shackett,** Sept. 7.

1952

Douglas P. Webb to Miss Mary Colombosian, Sept. 7.

James Ferris to Miss Jane Howard, May 26, 1956.

1953

Rex D. Wise to Miss **Sandra Sheffield,** Nov. 9; address: 29 Gales Dr., New Providence, N. J.

1954

James K. Merwin to Miss **Barbara Davey, '57,** June 29; address: 5 Hedge Ct., Snyder 26, N. Y.

Lt. William B. Burdeshaw to Miss **Monica Dorr,** Sept. 27, in London, England; address: JUSMAG, A. P. O. 223, c/o P. M., New York, N.Y.

Thomas C. Bostwick to Miss Doris Johnson, Aug. 24; address: 7 Alder Ave., Troy, N. Y.

William G. Berresse to Miss **Cynthia R. Feindel,** Oct. 12; address: 303 Elsdale Rd., Apt. E, Baltimore 29, Md.

Joseph P. Famolare, Jr. to Miss Sandra Burnham, Oct. 27.

Robert Krotkov to Miss **Joan M. Cramp,** Nov. 16.

1955

Samuel E. MacDonald, 2nd to Miss Anne L. Feyling, Aug. 31.

1954

Class Secretaries: **Lt. (j.g.) Jeremy B. Foss,** 2331 Cathedral Ave., N. W., Washington 8, D. C. **Maureen Kane Steinecke,** 2127 Guilford Rd., Apt. 302, Hyattsville, Md. *Alumni Fund Chairmen:* **James Ralph,** 333 Cedar St., New Haven, Conn. **Nancy Whittemore Nickerson,** 605 Sheridan Rd., Evanston, Ill.

Charles Fay is an aeronautical engineer in research and development with the Vertol Aircraft Corporation in Morton, Pa.; he and his wife, **Ann Heath,** are living on Timber Jump Lane, R. D., Media, Pa. **Clarence Strowbridge** is a student at Columbia University and is living at 322 W. 101st St. in New York City. **Anne Tiffany** is an assistant editor with Simon and Schuster, Inc. in New York City; she is living at 15 W. 84th St., Apt. 8-B, New York. **Peter de Lackner** is an assistant accountant with Aeroaffiliates, Inc. in Ft. Worth, Tex.; he is living at 3208 Tanglewood Trail in Ft. Worth. **Carol Anderson Gwatkin** (Mrs. William E., III) is living at 503 Warwick Ave. in Fairfax, Va.; Carol's husband received his degree from Harvard Law School in June and is presently with the Department of Justice in Washington. **George S. Fox** is a student in the School of Engineering at Yale University and is living at 121 Whitney Ave. in New Haven, Conn. **Elwood Snyder** has received his degree in dentistry and is at present in the Army, stationed at Ft. Story, Va. **Joan Folsom** is teaching third grade in the Brearley School in New York City and living at 246 W. 10th St. **Orville Elliot** is a research assistant in the Roscoe B. Jackson Memorial Laboratory in Bar Harbor, Me. **Harold Leidholdt** left in October for Stockholm, Sweden where he will attend the University of Stockholm during this year. **Sarah Haines Jeffries** (Mrs. John A., Jr.) is a private secretary at the Medieval Academy of America in Boston. **Jean-Marie McKenna** is a student at Harvard Graduate School and is living at 56 Boylston St. in Cambridge. **Warren Fuller** is with the Connecticut General Life Insurance Company of Bloomfield, Conn.

1955

Class Secretaries: **Ensign Harold P. Higgins,** 18 Montgomery Lane, Norwich, Conn. **Nancy Walker,** 182 Beacon St., Boston, Mass. *Alumni Fund Chairmen:* **Bruce K. Byers,** 209 College Ave., Ithaca, N. Y. **Priscilla Smart,** 2211 Rittenhouse Sq., Philadelphia, Pa.

Malcolm Davidson is in the training program of the Thomas Long Company in Boston and is living at 4 Woodland Hill, Wellesley Hills, Mass. **Georgiana Ward Strickland** (Mrs. John P.) is an editorial assistant with the Wayne State University Press in Detroit; she is living at 1460 Maryland Blvd., Birmingham, Mich. **Ellis Baker** is teaching English at Williston Academy; he and his wife, **Mary Bushnell, '57,** are living at 185 Main St. in Easthampton, Mass. **John Denny** is a sales trainee with the American Can Company in New York City. **John Lanese** is a teaching Fellow and graduate student in the Chemistry department at the University of Michigan.

1956

Class Secretaries: **2nd Lt. Ronald C. Lawson,** 4837 Reservoir Rd., N. W., Washington, D. C., **Mary W. Gaines,** 27 Norway St., Longmeadow, Mass. *Alumni Fund Chairmen:* **Gerald W. Cobb,** 510 Boston Post Rd., Weston, Mass. **Janis Calderwood,** 103 Holmes Rd., Pittsfield, Mass.

Susan Little is a teller in the Naugatuck (Conn.) Savings Bank. **Linda Donk** is teaching Social Studies in the Lake Placid (N. Y.) High School. **Alan Entine** left the United States in early January of last year for England and then spent six weeks touring Europe before sailing for Australia where he will study at the University of Melbourne on a Rotary Fellowship. **Edward Schaeffer** has completed his tour of duty with the Army and is now in the business training program of the General Electric Company in Louisville, Ky.; he is living at 2214 Tyler Lane in Louisville. **Joan Waddell Coggins** (Mrs. David) is teaching first grade in the Marion School in Cheshire, Conn. and living at 1243 Avon Blvd. in Cheshire. **Philip Montgomery** is teaching mathematics at Hebron Academy in Hebron, Me. **Margaret Dickie** has given up her position as reporter for the Rutland Herald and is doing graduate work at Brown University. **Susan Larratt** is a boy's housemother at Nickerson Home, 476 Parker St., Boston 15, Mass. **Gary Lott** and his wife, **Joy Thompson,** are living at The Sheldon Museum in Middlebury; Gary is a special graduate student at the College and Joy is the secretary in the French department. **Pvt. Gerald Cobb** is a member of the 24th Infantry Division in Korea. **Lucy James Carroll** (Mrs. Donald C.) is teaching third grade in the Montrose School in Wakefield, Mass. and living at 257 Pearl St. in Cambridge, Mass. **Florence Hildreth** is teaching fifth grade in the Crystal Springs School in Hillsborough, Calif. and living at 1611 Vallejo St. in San Francisco. **Janice Smith** has graduated from the Columbia University College of Physicians and Surgeons, Physical Therapy Department; Janice is now on the staff of the Mary Fletcher Hospital in Burlington, Vt., as a physical therapist, and is living at 50 Green St. in Burlington. **Charlotte Duryea** is an assistant to the Director of Admissions at Simmons College. **Caleb Warner** received his commission as an ensign in the USNR at Newport, R. I. in October and is now stationed in San Juan, Puerto Rico. **Carolyn Breaks** is receptionist for Rosenman, Goldmark, Colin and Kaye in New York City and is living at 5 Tudor City Pl. **Joan Newmarker** is dietitian at Duhme Hall, Purdue University, and is living at 111 No. Salisbury, W. Lafayette, Ind. **Elizabeth Curit** is working at the American Cyanamid Research Laboratories in Stamford, Conn; she and **Jane Affleck,** are living at 3 Brown Pl., Bell Island, Rowayton, Conn. **Shirley McMahon** is living at 17 Pembroke St. in Hartford, Conn. and is an occupational therapist at the Hartford Rehabilitation Center. **Mary Lou Hodge** is a medical technologist at the Children's Hospital in San Francisco, Calif. and is living at 1831 Pacific Ave. in San Francisco. **Jeanne Hauselman** has spent several months traveling in Europe from Italy to the Scandinavian countries. **Diana Shulman** is teaching Biology and Drama at the Chapel Hill School in Waltham, Mass. and studying for a Master's degree in Physical Education at Boston University. **Jane Hoge Murdock** (Mrs. Channing) is teaching first grade in one of the El Paso (Tex.) elementary schools. **Lucy Boyd** works for Rinehart Functional Handwriting System as a supervisor and lives at 1737 Cambridge St., Apt. 309 in Cambridge, Mass. **Ann Case Holt** (Mrs. John) is teaching first grade in Lancaster, Pa. **Joanna Strother** is working for the Department of Defense in Tokyo, Japan; address: Box 614, A. P. O. 500, c/o P. M., San Francisco, Calif. **Marita Mower Tasse** (Mrs. George) is medical techician in the Kenosha (Wisc.) Hospital. **Lynne Atherton** is working in Newbegin's, San Francisco's oldest book store; address: 940 Powell St., San Francisco, Calif. **Kathleen Lowrie Birkhaeuser** (Mrs. David) is now a social worker with the Milwaukee County Department of Social Welfare, in the old age division. **Elaine Bliss** is studying for a Master of Sacred Music degree at Union Theological Seminary in New York City.

To **Mr. and Mrs. Edward Valpy,** a daughter, Shan Leigh.

To Mr. and Mrs. C. G. Tillman (**Joan Pratt**), a daughter, Janet Bradley, July 26; address: P. O. Box 131, Blacksburg, Va.

1951

To **Mr. and Mrs. Robert Bowman** (**Lynne Rask**), a son, Mark Lelong, Oct. 17.

To Mr. and Mrs. Cameron M. Baird (**Ann Graham**), a daughter, Carolyn Elizabeth, Oct. 28; address: 655 Country Way, No. Scituate, Mass.

To **Mr. and Mrs. William J. Tracy** (**Ann Whitely, '53**), a daughter, Susan Jane, Jan. 6, 1957.

1952

To **Mr. and Mrs. Richard Godfrey** (**Claire Malmros, '53**), a son, Brian, Aug. 27.

To Mr. and Mrs. William C. Betterley (**Jacqueline Johnson**), a son, Stephen William, Dec. 5.

1953

To Mr. and Mrs. Zygmon Onacki (**Joann Nevins**), a son, Steven Joseph, Nov. 7.

To Mr. and Mrs. Bache Bleecker (**Constance Forsythe**), a son, Bache Edward, Sept. 22, 1956.

To Mr. and Mrs. William F. Crosby, Jr. (**Nancy Clemens**), a daughter, Jane, Oct. 24, 1956.

To Mr. and Mrs. Donald P. Paulsen, (**Janet Pope**), a son, Donald Peter, Feb. 26.

To Mr. and Mrs. Thomas R. Shepherd (**Nancy Hamilton**), a daughter, Katherine Green, Nov. 2, 1956.

To Mr. and Mrs. Peter Oliver (**Constance Gibbs**), a daughter, Sara, Feb. 15.

To **Mr. and Mrs. Richard Allen,** a son, William C., Jan. 22, 1957.

1954

To **Mr. and Mrs. Harry J. Giallombardo** (**Phyllis Mercaldi, '53**), a daughter, Mary Martha, Aug. 16, 1956.

To **Mr. and Mrs. James Hunt** (**Cynthia Holt, '56**), a son, John Curtis, Aug. 19.

To **Mr. and Mrs. Blair Powell** (**Janet Black, '56**), a daughter, Lauren Elizabeth.

1955

To **Ensign and Mrs. Robert Gallagher** (**Joanne Kittell**), a son, Peter David, Sept. 22.

To **Mr. and Mrs. Frederic Norton** (**Sylvia Metcalf**), a son, Roger Merritt, Oct. 7; address: Fairview Ct., Westboro, Mass.

1956

To **Mr. and Mrs. Frederick Walker** (**Elinor Brown, '54**), a daughter, Deborah Ellen, Oct. 7.

To **Mr. and Mrs. John Miller** (**Margaret Straus**), a son, James Edward, Mar. 17.

To Mr. and Mrs. John Stearns, Jr. (**Judith Ann Phinney**), a son, John H., III, Aug. 22; address: 33 Clifford St., Hartford, Conn.

To Mr. and Mrs. Thomas A. Clark (**Sara Thomson**), a daughter, May 30; address: 1938 Bairoko Dr., San Diego, Calif.

In Memoriam

Robert C. Carlson, '08

Robert Carlson died on September 25 in New Brunswick, N. J. He was born July 28, 1887 in Stockholm, Sweden.

After his graduation from Middlebury Mr. Carlson taught in Dolgeville, N. Y. and Montclair (N. J.) Academy until 1915 when he went to New Brunswick, N. J. to teach. In 1922 he became assistant principal there and principal in 1925, a position he held until his retirement last June.

Mr. Carlson served overseas for eighteen months during World War I.

He was a student of mathematics at Columbia University and received an A. M. degree from there in 1923.

In 1924 Mr. Carlson married Helen Morrison and she survives him together with one daughter, Janet.

We quote the following from the New Brunswick (N. J.) Daily Home News: "Some nine hundred of Mr. Carlson's countless friends and former students and associates gathered together to honor him at a dinner in March of 1956 in observance of his forty years of service at the high school . . ."

"Today we can only add to the encomiums then delivered that Robert Carlson has left a permanent influence on the New Brunswick school system and that he will be long remembered."

F. Gertrude Alden, '13

F. Gertrude Alden died on November 24. She was born in Lyme, N. H., July 29, 1891.

After receiving her degree from Middlebury she taught in high schools in New York, Tennessee and Connecticut.

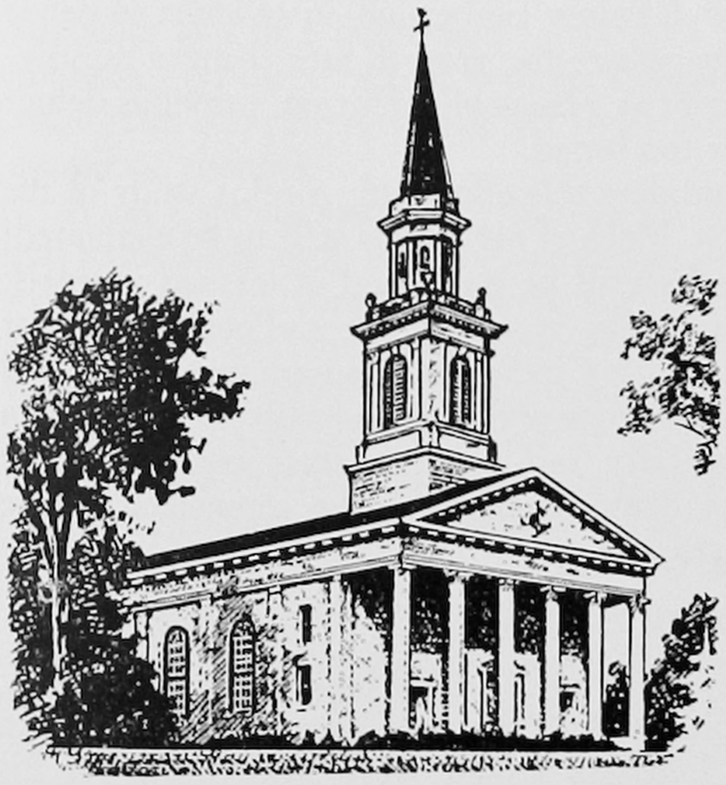
Mary O'Neil Dowden, '20

Mary O'Neil Dowden died on May 8 at her home in Hingham, Mass. following a long illness. She was born on April 27, 1900 in Walpole, Mass.

After her graduation from Middlebury Mrs. Dowden taught in West Lebanon, N. H. from 1920-21, Stonington, Conn. from 1921-24 and Malden, Mass. from 1925-26. She was a student at Boston University in 1929, 1930 and 1931.

"... By Will, To The College On The Hill ..."

The College has received notice of the following legacy:



Under the terms of a Trust established by the late Guy B. Johnson of Bennington, Vermont, a gift of $30,000 for general endowment with income to be used in support of the College. The gift will be known as the Guy B. Johnson Fund in the endowment funds of Middlebury College.

James H. Nesbitt to Miss **Mona Duggan,** Sept. 14; address: 25 Pierce Rd., Watertown, Mass.

Malcolm Davidson to Miss Barbara Herrmann, Sept. 28.

Harold E. Woodsum, Jr. to Miss **Joan C. Patterson,** Oct. 19.

William Herzog to Miss **Ellen Hallquist,** Sept. 1, 1956; address: 153 40th St., N. E., Cedar Rapids, Ia.

Alden G. Lank to Miss Constance A. Van Zelm, Oct. 5.

1956

John H. Chase to Miss Barbara Philen, Oct. 18.

David Troast to Miss Judith Sanders, Nov. 9.

Pendennis W. Reed, Jr. to Miss Gretel Lichtenstein, Nov. 30.

Ralph Hirsch to Miss **Julia King,** July 4; address: 600 D St., S. E., Washington 3, D. C.

Samuel M. Harrell to Miss **Sally Bowers,** Sept. 2; address: 521 Kessler Blvd., West Dr., Indianapolis, Ind.

Hiram Ash to Miss **Marilyn Robinson,** June 29; address: 329 W. 88th St., New York, N. Y.

Chris Cuddeback to Miss **Carol Skidmore** June 29; address: 1053 Community Pl., York, Pa.

Eliot Smith to Miss **Patricia Mullen,** June 15; address: 4246 Raleigh Ave., Apt. 30, Alexandria, Va.

Caleb G. Warner to Miss **Barbara MacKinnon,** Nov. 2; address: USS Escape (AR S-6), c/o F. P. O., New York, N. Y.

1957

Norris R. Peirce to Miss Anne W. McCusker, Sept. 14; address: 457 Washington St., Braintree, Mass.

George H. Kendall, Jr., '59 to Miss **Judith Townsend;** address: 21 Carmita Ave., Rutherford, N. J.

Richard M. Brassington to Miss **Helen A. Pagoulatos,** Nov. 3; address: 315 E. 54th St., New York, N. Y.

Norman L. Cummings to Miss Eleanor O'Connor, Oct. 19.

R. Bradley Nichols, Jr. to Miss **Maxine Vought,** Nov. 23.

Lt. Francis S. Jones to Miss **Margaret Dodd, '58,** Nov. 30.

Richard Booth to Miss Elizabeth A. Cherry, Nov. 30.

Births

1941

To **Mr. and Mrs. Walter E. Jones,** twins, Ann Bushnell and David Stewart, Sept. 8.

To Mr. and Mrs. Albert C. Coenen (**Denise Peloquin**), a daughter, Nancy, Nov. 12.

1945

To **Mr. and Mrs. Cranston H. Howe,** a daughter, Mary Jane, Aug. 10.

1946

To Mr. and Mrs. Jackson O. Welsh (**Barbara Grigg**), a daughter, Sara Buckingham, Feb. 14.

1947

To Mr. and Mrs. Everett Willard (**Dorothy Domina**), a daughter, Ann Lillian, Oct. 15.

To Mr. and Mrs. Edward West (**Janet Kraft**), a daughter, Nancy Woodhull, Oct. 15.

1948

To **Mr. and Mrs. Bartley Nourse** (**Helen Clark, '47,**) a daughter, Jane Tiffany, Oct. 6.

To Mr. and Mrs. Walker H. Bowman, III (**Elizabeth Ordway**), a son, Warren Ordway.

To Mr. and Mrs. William D. Ready (**Barbara Roemer**), a daughter, Karen Jane, Sept. 21.

To **Dr. and Mrs. Murray Aronowitz,** a daughter, Marsha, Oct. 7.

To Capt. and Mrs. Richard C. Schnorf (**Margaret Mettler**), a son, Robert Mettler, Nov. 21.

1949

To **Mr. and Mrs. Julian Pollak,** a daughter, Elizabeth Goldsborough, Sept. 20.

To the **Rev. and Mrs. Harold Richardson,** a son, Clifford, Oct. 17.

To **Mr. and Mrs. Joel L. Lamere, Jr.** (**Sylvia Ellsworth, '50**), a daughter, Katherine, May 26.

To Mr. and Mrs. Dwight C. Smith, Jr. (**Rachel Stryker**), a son, Gerald, Apr. 10.

To Mr. and Mrs. Bernard Tichy (**Marilyn MacKenzie**), a son, Douglas, Sept. 17, 1956.

To **Mr. and Mrs. Robert G. Chadwick** (**Anne Teague**), a son, Robert, Jr., Oct. 25, 1956.

To Mr. and Mrs. H. Randall Stoke (**Marilyn Crawford**), a daughter, Nancy Louise, July 31, 1956.

To Mr. and Mrs. John White, Jr. (**Barbara Myers**), a daughter, Marilyn Pierrepont, Jan. 13, 1957.

To Mr. and Mrs. Henry Anderson, Jr. (**Polly Ashworth**), a daughter, Nancy, July 1956.

To Mr. and Mrs. John M. Sutherland, Jr. (**Jean Holmberg**), a son, John M., III. Feb. 26.

To Mr. and Mrs. Robert Miller (**Elaine Arrington**), a daughter, Joanne, Aug. 23, 1956.

To Mr. and Mrs. C. P. Pillsbury (**Joanne Elliott**), a son, James Elliott, Oct. 2, 1956.

To Mr. and Mrs. Clarence B. Nixon (**Margery Mehl**), a son, Clarence B., III, Feb. 25.

To Mr. and Mrs. Max Garcia (**Priscilla Thwaits**), a son, David, Apr. 24.

To Mr. and Mrs. Donald C. Mylin (**June Smith**), a daughter, Leslie June, Sept. 23, 1956.

To **Mr. and Mrs. Robert Shahan** (**Mary Secord**), a daughter, Janet Leslie, Sept. 18, 1956.

To Mr. and Mrs. Karl G. Reed (**Juliet Carrington, '48**), a son, David Gardner, Dec. 2.

1950

To **Mr. and Mrs. John E. Shahan, Jr.** (**Janet Correll**), a son, Steven Carlo, Feb. 28.

To **Mr. and Mrs. John F. Allen** (**Virginia Knudson, '48**), a son, David, Jan. 31, 1957.

To **Mr. and Mrs. John Burleigh,** a daughter, Betsy Louisa, Apr. 15.

To **Mr. and Mrs. Kendall Carlson** (**Ruth Harris, '51**), a daughter, Kathleen Lynn, Feb. 16; address: 2957 So. Wolff St., Denver 19, Colo.

To **Mr. and Mrs. George Ellison,** a son, Robin Donald, Aug. 22.

To **Capt. and Mrs. Richard B. Hunt,** a daughter, Sheila Derise, Apr. 21.

To **Mr. and Mrs. Sidney Kay,** a son, Brian Warren, Apr. 11.

To **Mr. and Mrs. William McKinley,** a daughter, Katherine, Feb. 1957.

To **Mr. and Mrs. John Mulroy,** a daughter, Lee Ann, Apr. 1957.

To **Dr. and Mrs. Donald Reifel,** a daughter, Karen Faith, May 1.

To **Mr. and Mrs. Richard Stokes,** twin sons, Frederick Hallock, II, and William Hallock, Feb. 1957.

writings. Dr. Clagett's interesting reply follows:

"Where does history cease and the novel begin? Which is more important, myth or documented fact? Can fiction be a vehicle for the teaching of history? These questions have interested me ever since, in my boyhood, G. A. Henty introduced me to the wonderful pageantry of man's past, and in a manner that made the features of the periods he covered an apparently permanent part of my pattern of memory.

"This interest led me to choose American Studies as my field for graduate work, largely because of the combination of literature and history studied in this discipline. It also led me to write historical novels, which allow the author to combine historical fact with a good story.

"*Cradle of the Sun*, my first novel, was a serious effort to illuminate the life of the Spaniard, Gonzalez Guerrero, who did live, and who was shipwrecked on Yucatan years before the Conquest; he joined the Mayans and led them, successfully, for a time, against the Spanish Conquest. *Buckskin Cavalier* combined a study of the westward movement with an implicit plea for the re-installation of the American Indian in his just place in American History. *Captain Whitecap* was a pleasant exploration into a little-known series of events; the Franco- American Naval War of 1798–99. My present novel, *The Slot*, is a picture of one phase of the recent great naval war. Though it was not intended as an historical novel, one of my students described it as such in the "Campus." Well, perhaps she was right.

"My books, though complete with all the paraphernalia of the novel intended for mass consumption, do include a solid portion of carefully researched history. They are intended for entertainment, but there is meat in the broth. I feel that through them I am accomplishing a teaching job, different from the one here at Middlebury, but nevertheless valid and worthwhile."

Dr. Clagett joined the faculty in 1955 and is now teaching the courses in expository and imaginative writing and literary composition. Much of his current novel will reflect personal experiences, for he served ten years in the United States Navy, four as a midshipman, six as a warrant officer.

DO WE HAVE A PROBLEM?

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all, that I am not in sympathy with our making any attempts to ape a Russian or a European system.

I believe the present system which we have is perfectly adequate and in a democracy is the only one which we can condone and carry out. It will be sufficient to do what we wish it to do, provided that we inspect it and make the appropriate changes.

What I would personally like to ask for is this, that we put a few more teeth into our curriculum, into our educational system, a little more rigor, some harder courses, some more rigorous demands for the mastery of fundamentals, in all fields, not only mathematics and the sciences, but in English and all other subjects which we decide to teach. What we need to do is a more thorough job all the way along the line.

The next thing which I believe we as a nation might do is to give the process of learning and that of teaching a more proper place in our society. In other words, is the teacher today a fully respected member of our community? Do we look upon our teachers, at all levels, as though they were the same type of respected individuals as the teachers are in a European system? I fear that the answer very definitely is that teachers are not in a comparable position in this country.

From the standpoint of really benefiting our school system, do we in the schools, do our teachers, do we as parents, give to our youngsters an adequate respect and a desire for understanding, just plain learning and intellectual endeavor? I have to ask this question—do we really as parents in our homes hold up educational achievement, training the mind, mastery of what we are going to school for—do we hold this up before our children as a worthwhile objective? Is it really something which we want them to do, or do we just sit back and permit the public schools to do our baby sitting and do all the guiding along the line? Do we hope that the school system will somehow or other impart a sufficient motivation to have our young people put forth the effort and believe in the job that they have to do during their school years? I am afraid that we all fall far short of the ideal of selling the value and necessity of an education to our young people.

For instance, I could ask this question—why should it have been necessary recently, to have an article appear in the press trying to popularize scientists and show them to be normal individuals instead of long hairs and egg heads; trying to convince people that the scientists and mathematicians are really perfectly normal people? If the opposite point of view exists, if the youth of our country feel that the scientist, the intellectual, or the scholar, is an egg head, someone unusual, not a normal individual, why has this point of view come into being? Who is responsible for selling this idea? Is it the parents? Is it the schools? Or is it just something that grows and develops in the young people's minds without any influence? I am afraid there is a great deal that we should be doing as parents and adults to offset this point of view which seems to be so prevalent.

I don't think it is only an interest in the fields of science and mathematics that we hope to see developed. I think it is interest in intellectual endeavor, the process of getting an education regardless of the field, and appreciating the power of the mind and its development—these are the types of things which we need to foster.

In the light of what we may feel are the shortcomings of our school system, I would like to point out that I am perfectly happy to have a survey of the needs of our school system made. I believe we need to see if our curriculum fills our present-day needs, and by present-day needs I mean not those usually covered in terms of the present-day cliche of "training for life," but—do they fill the demand of truly training our young people; truly training their minds so that they are better able to go on and enjoy, appreciate and really like an intellectual life? I am not sure that we need a serious revision.

The things which I believe we do need are better teaching, more rigor, harder tasks set up for our students. These additions, I feel, may enable us to adapt our present school system to any new needs that may confront us.

In the European systems no effort is made to educate all the young people. Very early a line is drawn and only those more gifted are selected to continue to the higher levels of education, the university. This competition makes those spots very, very attractive. This competition seems to motivate the young people into working harder. This endeavor on the part of the educational system to select the top individuals and training them, usually at government expense, is one which I feel we might be able to borrow from the European system. I do not feel that in a democracy we wish to change our present attempt to provide some educational opportunity for

She is survived by her husband, Alfred L. Dowden, whom she married in 1936.

Charles A. Munroe, '96

Charles Andrews Munroe, donor of Middlebury's Munroe Hall and a retired New York and Chicago financier and public utilities executive, died on December 28 at his home in Nassau, the Bahamas, after a brief illness. He was 83 years old.

In recent years, Mr. Munroe had lived also at Chateau St. Jean, Cap Ferrat, on the French Riviera. He retired from active business in 1939.

Mr. Munroe graduated from Middlebury in 1896 and, after studying at Northwestern University Law School, practiced law in Chicago. He became identified with water power development on the Des Plaines (Ill.) River and in 1906 was manager of the Economy Light and Power Company in Joliet, Ill.

Later Mr. Munroe was associated with the Illinois Valley Gas and Electric Company and served as vice president of the Public Service Company of Northern Illinois.

For five years he was vice president of the People's Gas, Light and Coke Company.

During part of this period, Mr. Munroe was president of the American Gas Association. He acquired control of the Laclede Gas Light Company of St. Louis in 1924 and was chairman of its board until 1927.

Mr. Munroe then became president of the W. A. Harriman Securities Corporation, the Northern Utilities Company, the North Central Gas Company and the Columbia Oil and Gasoline Company, an affiliate of the Columbia Gas and Electric Corporation. He was an executive committee member and director of Columbia Gas and Electric. Mr. Munroe served on several other Boards of Directors.

President Samuel S. Stratton paid tribute to Mr. Munroe at the time of his death. Dr. Stratton said: *Middlebury College pays a sincere tribute of gratitude to Charles Andrews Munroe, a distinguished alumnus, former trustee, and benefactor of the college. Born in the Village of Middlebury and prepared for college in the Middlebury High School, he graduated from the college in 1896.*

He served as a trustee from 1929–1940, taking an active part in the development of the college both academically and physically. He was cited for the Alumni Award in 1942.

He gave the college its finest classroom building, the beautiful modern structure which bears his name. The College is grateful for his long personal interest, his comprehension of its needs, and for his great generosity in helping to meet them.

Earle J. Reddert, '42

Earle Reddert died on October 15 after a lingering illness. He was born in Cincinnati, O. on May 25, 1921.

Earle attended Middlebury for one year and then studied at Lehigh University from 1939-41. From 1942-45 he was a lieutenant in the Army Air Force. He was a member of Chi Psi fraternity.

Since October 1944 when he was first hospitalized in England he has been an invalid confined to a Veteran's Hospital in New York. For the past few years he has been completely bedridden.

Robert W. Rafuse

Dr. Robert W. Rafuse, a former member of the Middlebury College faculty, died on October 10 at the age of fifty. At the time of his death he was Professor of Political Science at Harpur College of the State University of New York. A graduate of Colgate, Dr. Rafuse received his A. M. and Ph. D. degrees from the University of Illinois. He has also taught at Williams, Bowdoin and Bucknell.

PRESIDENT'S PAGE

[*Continued from page 2*]

A still third group of parents would be unable to pay the higher costs either currently or on the installment basis. It is for this group, it is believed, that scholarships should be provided, either by gifts or grants to the colleges and universities or to individual students. The sources of such scholarship aid might be federal or state governments, corporations and foundations, and individuals and organizations.

I am sure that Middlebury graduates will wish to give thoughtful consideration and study to these matters. I am confident that you share the belief that in this country higher education should not become centered solely in the state universities subsidized by ever increasing tax support.

WITH OUR FACULTY

[*Continued from page 16*]

David Murray, Middlebury 1959; and the County Forester, Mr. Widli. The date was selected to coincide with an earlier (1909) ecological study of the same area. It was hoped that resulting data could be compared. Weather stations were set up at several points, both above and below the timberline, new bench marks were surveyed and established, and considerable data on vegetation, growth rates, and climate was collected.

On the southern slope of the Alpine area, a permanent transect of one hundred yards length was established. Steel eye-bolts driven into the bed rock provide durable markers. After surveying each point as to position and elevation by careful reference to Coast and Geodetic Survey marks, the plants along the steel tape transect were recorded for every inch of the one hundred yards. An accurate determination of the species was made by Mr. Stanley Smith of the New York State Museum staff who was visited later.

Growth rates of *Abies balsamea* and *Picea mariana* were sampled and collected at intervals of every fifty feet of elevation to a point well below timberline, in an effort to define timberline as a zone where the growth rate changes rapidly. This is a new concept as a basis of definition; previous definitions have been far too broad.

Dr. Woodin considers this effort only a pilot study of the major field problem. Much of his data is still to be evaluated; eventually the results will be published in learned journals.

Middlebury has again received the duPont Grant for Chemistry research during 1958, and a supplementary award which will enable other members of the faculty to strengthen themselves academically and increase their competence as teachers. Plans for next summer will be announced in the spring NEWS LETTER.

Among Our Faculty Authors . . .

Assistant Professor John Clagett's fourth novel, *The Slot*, is soon to be published by Crown. I recently inquired into the motives and impulses which were responsible for his

Church of St. Stephen's where for many years, Henry Sheldon was organist. Here a number of speakers prominent in the world of government, education and the arts presented short talks emphasizing the value of the museum as a cultural force. The gentlemen who so very kindly expressed their appreciation and in this order, were Dr. Howard M. Munford, '34, former Museum President, Mr. Ralph Foote, Middlebury's town representative, Earl L. Cushman, former Museum curator, Egbert C. Hadley, '10, Chairman of the Board of Middlebury College. Vrest Orton, Chairman of the Vermont Historic Sites Commission and the Governor, Joseph B. Johnson, as well as Mr. S. Lane Faison, were to speak but because of illness or other circumstances, could not attend. Leon S. Gay, President of the Vermont Historical Society gave the main address on "Some Historical Friends of Mine." It was my duty and pleasure to thank the participants, and the Reverend Mr. Russell Ellis offered a prayer of Thanksgiving in conclusion.

Messages of approbation and good will were received from former President Harry Truman, Sherman Adams, Assistant to President Eisenhower, Lieutenant Governor Robert T. Stafford, '35, W. Storrs Lee, '28, Mrs. J. Watson Webb, Kenneth S. Sheldon, John H. G. Pell, Ralph Nading Hill, Paris Fletcher, '24, and Frank E. Button, '24. Following these observances of our anniversary, the company adjourned to a reception in the Museum where under the direction of the curators Mrs. William S. Burrage, Jr., and Miss Elizabeth Guarnaccia, and refreshments were served. So fittingly we honored Mr. Sheldon as an extraordinary prophet of a collector's era.

The Museum is dependent for its services, its heating and its maintenance on the income from a small endowment, membership dues, and admission fees, which are purposely kept low to encourage participation in our interest. Our Treasurer notably gives a great deal of time to making ends meet and our curators make personal sacrifices to aid us. It was particularly gratifying therefore to receive a bequest of $2000 by reason of the will of Mrs. William H. Sheldon.

The Museum will, in all probability, always have a relatively small physical dimension for it is unique in that respect. But the work of perfecting its arrangements and staffing it must go forward at a time when you know conditions are most difficult. Mr. Truman writes, "I hope you will keep up the good work." And Mr. Hill, "In times of change—and there has never been a more revolutionary one than the present—the museum becomes a shrine of the significant and beautiful objects of the past, the Sheldon Museum, a pioneer in Vermont will be even more warmly appreciated in the next 75 years than in the past." We as members of the Board seriously consider such sentiments a directive.

Two thousand people visit the Museum during the summer when it is open daily. If you come to Middlebury, we would be glad to see you at anytime and feel that you would enjoy a visit to this shrine of Middlebury's history, both of the College and the town. We might further hope that you would care to share in the effort by becoming members.

MIDDLEBURY'S INFLUENCE ON GEORGIA EDUCATION—NINETEENTH CENTURY

[*Continued from page 21*]

University finances so capably that with the small appropriations from the legislature, he was able to add to the number of buildings on the campus, and to increase the number of graduates despite the fact that three denominations were struggling for patronage during the years of his stewardship.

"His appreciation of history and research is well known. Through his influence and friendship with a bookseller of London, O. Rich, the British Government donated to the University Library ninety volumes, including the 'Doomsday Book' and the 'Statutes at Large.' In 1837, as a result of his efforts, Charles Wallace Howard was sent to London by Governor Gilmer under legislative direction, to procure copies of such documents as would throw light upon the colonial history of the state. In due time Howard deposited at the state capitol twenty volumes of copies of 'Colonial Records,' a rich field for future historians."

In 1855, President Church discovered that his young faculty members, "tho endowed with literary and scientific skill," failed to command respect by their moral and social qualifications. After much detailed criticism, he resigned; the Board asked for the resignation of *every* faculty member, and the new faculty consisted of President Church, Richard Johnston, and five others

Four years later, Church resigned permanently, remaining in Athens till his death in 1862. His accomplishments at the University had been only part of his task in Georgia, for along with two other Middlebury men, he had started the movement to form the "Teachers' Associations and Board of Education of the State of Georgia," in which his influence was far-reaching.

Carlisle Beman graduated from Middlebury in 1818 with high honors, to become a teacher and minister "well known throughout Georgia for forty years in education."

"The long and useful career of the Academy at Mt. Zion was, to a great extent, the result of that Vermonter Carlisle Beman, rector there from 1827 to 1835. He was an exceptional disciplinarian, sustained in his government of the school by parents, guardians, and the whole public. Many a youth was sent to Mt. Zion for the discipline, as it was reputed to be sterner than average. There were few expulsions or withdrawals, and wherever Beman went his pupils followed him, and like the rest of his countrymen in Georgia, he became entirely devoted to its interests."

In 1824 he was principal of Eatonton Academy; 12 years later he took charge of the Presbyterian Manual Labor School at Midway, and when it became Oglethorpe University in 1836, he was made its first president. He left there to found the Villa School for boys in Mt. Zion; retired from active teaching in 1859, but kept his interest in the Teachers' Associations and Board of Education, which he had helped to found, along with Alonzo Church and Otis Smith.

Nathan Beman, Midd 1807, Carlisle's older brother, was the first Middlebury graduate to go to Georgia. His stay was short, but his influence in sending other Midd students there was important. He established Mt. Zion Academy, and in 1817 was offered the presidency of Franklin College, which he accepted, only to decline later on account of an invalid wife. "A man of highly brilliant parts," he received an LLD from Midd in 1824; a DD from Williams in 1852.

Otis Smith, the third of the triumvirate which was to initiate the Board of Education, was born in New Haven in 1800. An excerpt from Johnstons' long and delightful account of his work as headmaster at Powelton Academy says, "The first academy of note in that region, it was remarkable

all, but I do feel that we might be able to superimpose upon our present educational system some device which would provide an opportunity for the best minds in our society to continue and develop beyond the levels which they can achieve at the present moment. It should assure financial support and provide opportunities for many who are now unable to enjoy the benefits of higher education.

Many people will indicate that such governmental or federal subsidization for either individuals or schools would be detrimental, and would have many objections. To this I would simply say that I hope there is sufficient ingenuity in the American mind that some scheme or device will be able to be developed which would keep such a governmental subsidization for our educational system out of the hands of what is called politics. I hope we can create some situation wherein funds can be found to support the education of our superior students and thereby heighten the background and the top level of our educated people to produce that which we today feel is lacking by comparison with the production in such countries as Russia. To the people who seem to recommend that we today alter our educational system and copy one after that of Russia, I would like to offer the following idea. That if any conflict exists, the outcome of which is dependent upon a comparison of our educational products at the present time with what our opponents are producing with their educational system, the conflict is already lost.

By this I mean to say that I don't believe that we can revise our present educational system with our teachers and administrators and start to produce scientists or technically and specially trained people, starting now, and get into competition with any totalitarian state or European system. They have been at their process for a long time. They have been turning out specialists with governmental support and getting the best of their minds for the past ten years, or longer. Therefore from the standpoint of production, we will start far too late.

I do not mean to indicate here that all is gloom. I believe that on the other side that if Russia or any other totalitarian state is educating its people, regardless of how specialized this advanced training may be, that they are thereby creating thinking people. As long as there exist somewhere in the world those freedoms which I feel that we in this country stand for, those people who are starting to be thinking individuals will ultimately hear about it. I believe the worst thing a totalitarian state can do from the standpoint of security is to educate its people. I therefore feel that this educational process in which we now fear we are lagging behind Russia will undoubtedly be the undoing of any totalitarian state, and thus I am not at all sure that any real conflict exists.

Now I would like to say again that what we possess today and what we will possibly develop in the future in our educational system, is definitely the responsibility of every citizen. I believe that we wish to retain our democratic method of handling all things. I think every citizen needs to express his point of view about educational matters. I think that we need to have our legislators, our politicians be informed on the thinking of citizens, and if we want any changes in our educational system we all need to be reasonably in agreement as to what exactly we want. We need to sell our ideas not only to educators and to politicians, but to our young people, to those we are sending to the schools, and if every citizen pitches in and does his part, I am sure that our educational system will produce all that we wish to have it produce.

THE SHELDON MUSEUM

[*Continued from page 20*]

side the card room with its Egyptian Revival paper of the 1850's and in back of this room, Henry Sheldon's bedroom. Notable generally on this floor are such items as a commemorative flag from the Battle of Plattsburg, a wonderful early group portrait of Mr. and Mrs. Barnabas Myrick by Granger, and a self-portrait of "Sir" William and accompanying one of "Lady" Sterling in the hall and Mr. Henry Sheldon's portrait by the local artist, Susan D. Parker, painted at the age of 81.

The third floor is given over to a Victorian Sitting Room and child's room of the 19th century as well as a library.

This library preserves a collection of letters gathered from 1636 to today and is a source of valuable information to scholars seeking a record of the life and times of the people of Middlebury. Here also is a complete collection of Middlebury College Publications, and such valuable documents as a Petition from Citizens as to the location of the College itself. Many other items of interest to the social historian are catalogued here by the Librarian, Miss Frances Warner, '05, who also handles an extensive correspondence regarding the material.

At one end of the Museum garden is the memorial blacksmith shop of the horseshoer, Albia B. Smith, a wonderfully comprehensive collection of gear and tools.

Aside from these treasures, Mr. Sheldon bought material often in wholesale lots, perhaps not as expensively but somewhat with the vitality of William Randolph Hearst and collected such items as a stuffed cat to lie on the hearth, a petrified Indian boy having the same degree of veracity as possessed by the Cornish Giant or the Lock Ness Monster, several two headed calves and an Egyptian mummy which, as a result of a leaky roof, disintegrated, and was buried as an "Egyptian Prince" in the family plot of a kindly trustee. Then there are a good many personal items having to do with the infirmities of age which we won't go into here. Perhaps the sociologist would find little incidental interest in the ropes that 19th century despondents hung themselves with but considering Vermont's reportedly high suicide rate, they currently become pertinent. My theory is that we have more murders than are recorded and the victims are, perhaps, absent mindedly strung up like grouse. Any historical museum as a living document should be fun to visit.

The aesthetic follies of a period are just as much a part of the whole picture as it's successes. Biographies written solely from the viewpoint of achievements are often very dull indeed. They need that indication of human frailty that is in all of us. The right of individuals, of museums, even of states, to stray from the straight and narrow is a mark of that urbanity which we call civilization. We, in our troubled times would do well to recognize this. Recently the venerable Sir Winston Churchill took his seat in the Commons with his usual dramatic aplomb. He was seen in the midst of a serious debate to send a note to the Prime Minister. Everyone in the House was curious as to it's contents. Mr. Macmillan opened it and read "My horse won the 3:30 race at Newmarket."

The past year of 1957 was an important milestone in the history of the Sheldon Museum for it marked the 75th anniversary of the incorporation of the museum as well as the 50th year since the death of Mr. Sheldon.

On the evening of November 27th the members and guests of the Museum numbering some 200, both local and from divers distances, gathered at eight in the evening in the

By an Anonymous Alumnus

"Remember Alma Mater in Your Will"

Who, Me?

"THAT bequest business is only for the big boys, not for me." This is the thought that goes through my mind whenever bequests to worthy causes are mentioned. And I imagine the same thought occurs to most of us who don't enjoy a private income or live off our wife's fortune—in other words, all of us of modest means.

When a piece of fund raising mail or other solicitation suggests that I remember my college in my will, I shrug, "Why should I?" And I instantly decide that there are others who should and can make gifts of this kind to charity or education. Certainly not I.

AT LEAST, this used to be my reaction. Recently I had occasion to take a closer look at my reasoning, and I began to wonder if I was so free of responsibility as I had thought. Is it true, I asked myself, that legacies to educational institutions are only for the wealthy to make? Or are they also the obligation of people of average means and perhaps stronger-than-average convictions?

I reviewed briefly my own obligation to the legacies of others. I recalled that when I had decided college training was essential to the kind of work I wished to pursue, the college of my choice was waiting for me. Its buildings, its laboratories, its libraries, and its wealth of talented manpower—the result of years of accumulation—all these things were ready because someone's gift had made them possible. A sense of responsibility seemed to say, "Continue this line unbroken so that others will have the chance I had."

Another thought came to mind: Would I be in the position I'm in now if it were not for the influence of my college training? Hasn't my professional growth been nourished by the preparation I received in college? Of course it has. To whom do I say "thank you" for this aid? I know my tuition paid the college only about half of the cost of educating me. Can I call myself a "self-made" man?

IF I AM to make a bequest to an institution, that institution must be something very special in my life. I must believe in what it stands for, and that belief must be next to my family and my spiritual self. I'll give to many causes during my life—a few dollars here, a few dollars there, mostly to quiet my conscience and to get rid of solicitors. But when I consider a bequest, there is no motivation but my own conscience, and that reaches deep into my whole life.

If I leave a bequest to my college, I mused, my money will be multiplied through its effect on many students. How much greater will be the ripples that spread out from its expenditure than if I had passed it to a single individual. In a sense, then, I can perpetuate my resources into eternity. I could see in my mind's eye the wonderful work even my perhaps relatively small bequest might do in providing educational opportunities for others.

I HAD convinced myself. Then I became interested in knowing more about this kind of gift. I found that the trend of giving shows an increasing number of people making charitable bequests—particularly to education. These range from a small token gift to a multi-thousand dollar addition to endowment. And these gifts come from all kinds of people in all kinds of circumstances.

An individual without an immediate family is frequently one who has spent his life intimately involved with his own profession. One way he can make this close association endure is by placing his resources, whatever they may be, at the disposal of the institution that has made it possible for him to grow and achieve a measure of personal and professional satisfaction.

Many couples have few responsibilities beyond each other. Where finances permit, they may leave their worldly goods to each other and provide for any remaining principal sum to pass to an institution which has been a source of inspiration, satisfaction or nourishment throughout their lives. Couples may think also of the possibility of their perishing at the same time in a common disaster. Who will then inherit? A provision by will can insure that any part of such an estate would revert to an institution they choose.

It happens, too, that couples with families see their children grow to be entirely self-sufficient—in fact, prosperous. A man looks to his own children and grand children first, but it is not uncommon for him to feel literally closer to an institution than to some distant or unloved relative. Such a man may well reflect upon those deeper currents in his own life which have shaped his career, and he may find that a sum bequeathed to his college could yield great satisfactions to himself and to the generations who will partake of his generosity.

Then again there is the person of substantial means who provides for his family and finds that, after a certain point, additional wealth for them may be a difficult tax and management burden. To him, the appeal of tax saving through a charitable bequest has real meaning.

THE DECISION to make a bequest is a very personal one. Only a man's conscience knows the importance in his own life of the institution he chooses. It has been said that such a gift is "the act of a man whose wealth is in ideas, in spirit, in beliefs." I know from personal experience that such a provision can give one great satisfaction in the knowledge that he can help to perpetuate an institution in which he believes.

the interest taken by people without distinction of class. . . . Otis Smith was a most distinguished head master, as prominent in the pulpit as at the head of the Academy. His school never had a blot upon its name, and in the State of Georgia and beyond are today great numbers of descendants from happy unions formed at this time-honored school."

He went on to become Professor of "belle-lettres" at the University of Georgia, then Professor of Mental and Moral Philosophy at Mercer Institute in Penfield. It became Mercer University in 1839, and in 1840, he was made its second president.

Adiel Sherwood, graduated from Middlebury in 1813, was "one of the eminent New Englanders who led the earliest movements toward higher education in Georgia; son of a rector, he became a learned divine, much admired and honored by people of all religious denominations."

Johnston's report has many pages on the vital part Sherwood took in the founding of Mercer University, now at Macon, Ga. As a leader in the powerful organization,—the Georgia State Baptist Convention,—he saw the need for better education of the ministry, for which purpose Mercer was originally founded. Offered its presidency in 1833 he refused, although he taught theology there in 1838. When the theological department was discontinued, he left to become president of two mid-western colleges, but he returned to Georgia in 1851 as president of Marshall College at Griffin, where he stayed until the close of the War between the States. He is widely known as a historian, author of gazeteers, the founder of the Georgia State Baptist Convention, and a member of the Board of Education of the State.

The compelling motives which sent seven Vermonters on the long journey to the cosmopolitan province settled by James Oglethorpe in 1733; the bonds which united Georgia with independent Vermont;—can be found in the history of the state named after George the second, and the beginnings of Middlebury, that indigenous product of Vermont. The people of these two states had much in common. As frontiersmen, or planters, theirs was a burning desire to give their children the education, religion and discipline they believed came next to food and shelter. Rugged individualists, all, they were willing to fight and sacrifice to accomplish it.

The academies which grew up around the Georgia homes and plantations called for men who had acquired their training in a hard and thorough school. For the Middlebury men holidays had been non-existent, discipline severe, scholarship, the best of its time. The result was, as Johnston wrote, "In addition to being superb teachers of mathematics, these New Englanders seemed to have made a study of schoolboys and found them out through and through. As for the course of studies in those academies, they were as near being perfect as in any others in the whole country, North or South. The abundant excellence of these Vermont masters showed particularly in mathematics, Greek and Latin. It was simply impossible and no pupil more than once or twice attempted to escape detection of want of diligence in preparing recitations. . . . Not all, perhaps not a majority, went to the university or college. But many a wild, willful youth, his habits being conquered, rose to be a faithful student, and afterwards a steady, useful man. These masters did not expel. Their settled belief was that it was better to keep and continue efforts to reform the evil-minded, than to drive them out to be a curse on society."

If you know the story of Middlebury under its first president, Jeremiah Atwater, it will come as no surprise to find that it was *not* courses in sociology and psychology which gave the Middlebury teachers their reputation in the South. Breaking icy water in the winter mornings to wash and shave, keeping their noses to the grindstone day after day, to avoid the dozens of fines imposed on students—that was tougher than the modern educational courses, but it produced results.

These men can surely be added to the long and distinguished list of leaders who have brought prestige to Middlebury. They, too, knew the truth of the words written by a Georgia scholar, "Education—the best security against oppression; if we have no other legacy for our children, let us bequeath them this, for it is wealth that cannot be squandered."

Bibliography: *Report of the Commission of Education*, Vol. 1, 1895–96; Orr, Dorothy—*History of Education in Georgia*, N. C. Press 1956; Bush, George G.—(PhD) *History of Education in Vermont*, U. S. Government Printing Office, 1900; Wright, Charles B.—*A History of Middlebury College*; Southern Recorder, July 19, 1938; Hull, A. L.—*Historical Sketch of the University of Georgia*, Atlanta, 1894; Partridge, Alden—*Journal of Norwich University*.

HISTORY AT MIDDLEBURY—TODAY

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In all of these courses the attempt is made to acquaint the student with significant events in the special areas covered by the course as well as to instruct him in the methods which historians have used in arriving at conclusions about the actuality and significance of past events. In the two survey courses approximately one third of the work is concerned with problems in which the student uses collections of evidence as a means of arriving at conclusions about the past. This aspect of history is also emphasized in the one semester seminar courses where reports involving research provide the basis for class discussions.

All of these courses, however, would constitute little more than ideas were it not for the people who teach them. Fortunately the Department is endowed with a group of men who like what they are doing and have made the program come alive despite heavy individual teaching loads. In Ancient History Assistant Professor Harris who completed his graduate work at Harvard and is the Chairman of the Department of Classics brings a rich background of knowledge in classical literature and art to bear on his subject. Assistant Professor Tillinghast who came to Middlebury via Williams and Brown and a Harvard Ph.D. has just completed a Fulbright exchange in England. His courses in English and European History are reflections of his knowledge and enthusiasm. Charles Grant, an Assistant Professor in charge of the all-important freshman survey course, is a graduate of Dartmouth and last year won his Doctor's degree in History from Columbia. The newest member of the department is Frederick Hetter. Mr. Hetter graduated from Harvard and during a subsequent two-year hitch with the Air Force in Washington, D. C., he earned an M.A. in Far Eastern History at Georgetown. Returning to Harvard he completed the residence work for his Ph.D. and departed for Sweden on a research fellowship. He expects to finish up his thesis during the coming year and in the meantime has done an excellent job in developing the department's new course in Far Eastern History.

Much credit goes to these men, for on their work and that of their successors and future colleagues depends the success of the department now and in times to come.

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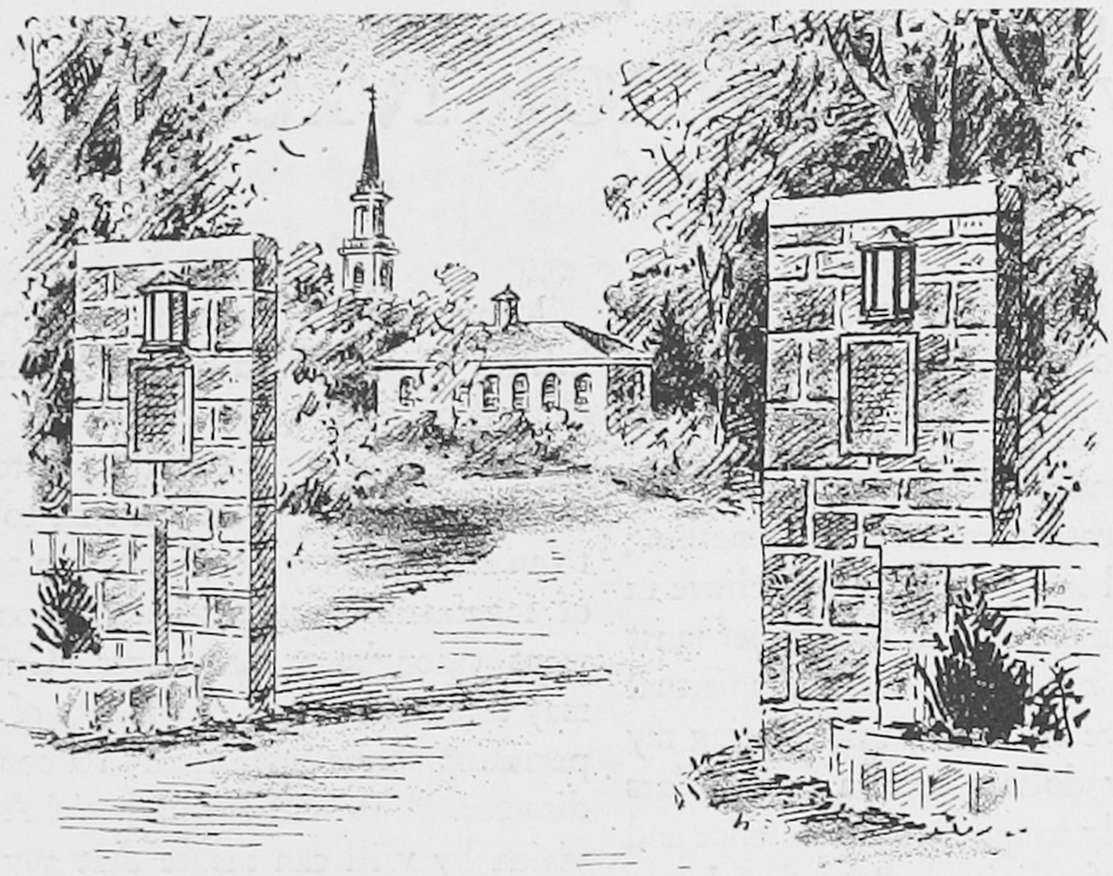

1958 Alumni Dinner Schedule . . .

Date	Area	Chairman
March 20	Springfield, Mass.	Robert Van Gaasbeck '41
March 21	Boston, Mass.	Anthony G. L. Brackett '33
March 22	Providence, R. I.	Harold McGee '52
April 7	Cleveland, Ohio	Virginia Wynn Wood '43
April 8	Buffalo, N.Y.	Linwood Law '21
April 9	Rochester, N.Y.	Frederick Hughes '31
April 10	Syracuse, N.Y.	Carl Jolivette '49
April 11	Utica, N.Y.	Gilbert Hubbard '41
April 17	New York City	Robert Rivel '42
April 19	Washington, D.C.	Carl Moulton '18
May 2	Albany at Bennington, Vt.	Robert C. Hope '50
May 8	Bridgeport, Conn.	Ruth Hesselgrave '18 Wilmot Fiske '09
May 10	Hartford, Conn.	Ralph Eddy '50
May 19	Montpelier, Vt.	Evan Miller '47
May 20	Upper Conn. Valley at Springfield, Vt.	Frank Chromec '30

Information about dinners, time, place and other details, will be mailed to all areas about three weeks prior to dinners. In the meantime, if you should have any questions, please write to the Alumni Office.

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